An Analysis of Speech Acts in English Lesson in Madrasah Aliyah Al Irsyad Tengaran

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Abstract
This study aims to investigate the speech act used by the teacher and students in an English lesson in Grade X of MA Al Irsyad Tengaran. It is designed as a qualitative research. The data were gathered by observing the class and recording the lesson, and then the data was analyzed to get the result. The result indicates that the directive speech act is the most frequently used in teaching and learning. It can be seen from the data that directive speech is the highest, i.e., 145 utterances or 49,5%, followed by representatives with 103 utterances or 35,2%. Commissives with 27 utterances or equal with 9,2%, and the last one is expressive with 18 utterances or 6,1% from the total of approximately 293 utterances. The dominance of directive speech acts in English learning shows that the teacher plays a vital role in directing and managing class activities. Clear and firm instructions from teachers help create a structured and controlled learning environment, allowing students to follow directions well and understand assigned tasks.
Keywords: analysis, speech act, english lesson

INTRODUCTION

Communication is vital daily (Salemink et al., 2017). Every day, we interact with others in various contexts and situations, whether at home, work, community, or school. Communication between teachers and students is critical to teaching and learning (Bakic et al., 2015). Verbal and nonverbal interactions between teachers and students help create a comfortable learning atmosphere and support achieving educational goals.

Teachers produce utterances that convey information, provide instructions, and motivate students (Andewi & Waziana, 2019). This speech includes explaining lesson material, giving assignments, and providing feedback on student work. Effective teacher communication helps students better understand the concepts and improves their critical thinking skills (Dwyer et. al., 2014). For example, by providing clear explanations and relevant examples, teachers can help students connect theory with practice.

As listeners, students play an active role in this communication process by trying to comprehend and understand what the teacher is saying (Da, 2015). Students receive information passively and are involved in the learning process by asking questions, providing feedback, and discussing with their friends. Good listening skills are critical for students to grasp the meaning of each teacher's explanation and ensure that they understand the lesson material (Yıldırım & Yıldırım, 2016).

This two-way communication between teachers and students not only improves academic understanding but also builds better relationships in the classroom (Leenders, et. al., 2019). Teachers who can communicate effectively can create a more inclusive and supportive learning environment where students feel comfortable speaking and participating

actively. Conversely, students who feel heard and appreciated by teachers will be more motivated to learn and participate in class activities (Kiefer, et. al., 2015).

Overall, communication is the foundation of successful educational interactions. With good communication, teachers can convey lesson material more effectively, and students can learn more efficiently (Basra, et. al., 2017). Research shows that effective communication in the classroom is closely related to improved student learning outcomes and better academic achievement. Therefore, understanding and developing practical communication skills is very important for both parties in teaching and learning. Good communication helps teachers deliver material and creates a supportive and inclusive learning environment. Teachers who can communicate clearly and empathetically can inspire and motivate students and build positive relationships in the classroom (Aldrup, et. al., 2022). Thus, students feel more confident and motivated to participate actively in the learning process.

On the other hand, when students want to convey their needs to the teacher, they need to produce clear and compelling speech or communication (Palmer. 2014). For example, if a student is having difficulty understanding a concept, their ability to appropriately communicate their confusion or questions to the teacher is critical. This not only helps students get the help they need but also provides feedback to teachers about the effectiveness of their teaching methods. This two-way communication is essential in creating harmonious and productive class dynamics. Students who openly express their opinions, questions, or needs tend to feel more involved in the learning process. They learn to communicate politely and clearly, an essential skill in their future academic and professional lives (Ting, et. al., 2017).

On the other hand, teachers also need to develop good listening skills to understand what students are saying honestly. Active listening allows teachers to respond appropriately, provide necessary support, and adapt their teaching methods to meet students' individual needs. In this way, effective communication between teachers and students supports the learning process and strengthens interpersonal relationships in the classroom. Overall, developing good communication skills is a very worthwhile investment in education. Teachers who are skilled at communicating can manage the class better, deliver lesson material more effectively, and build positive relationships with students. Students who communicate well can convey their needs, ask relevant questions, and participate actively in learning. Therefore, improving communication skills among teachers and students is an essential step towards achieving better learning outcomes and a more harmonious educational environment. Communication in classes is essential in the teaching and learning process. As Rini (2010) mentioned, a conversation depends on the speaker, who is trying to convey a message, and on the hearer, who draws a conclusion based on the implication of the speech in the context in which it happens. Buck & Vanlear (2002) argue that there are two types of communication: verbal and nonverbal. Verbal communication is the way of communicating messages by using words as elements. Nonverbal communication is communicating messages by using gestures, body movements, eye contact, facial expressions, or general appearances as the elements.

During the lesson, students have to pay attention to the understanding of the lesson. If the teacher can manage the class appropriately, it will be easier for the students to understand (Pollock & Tollone, 2020). On the contrary, if the teacher doesn't have a suitable teaching method, it will have a harmful impact (Stroebe, 2016). When students try to understand the meaning of an utterance, they are forced to understand the whole thing, so they miss the incorrect message (Rommetveit, 2014). It is necessary to use the pragmatic approach of meaning analysis to get the meaning from teaching better. Crystal (1985) stated that pragmatics is the study of language from the users' point of view, especially dealing with the options they take, the problems they face in using language in social interaction, and the effects of their use of language on other participants in communication. Pragmatics is the study of communicative action in its socio-cultural context. Communicative action accommodates speech acts, such as requesting, greeting, and so on, as well as participation in conversation, engaging in different types of discourse, and sustaining interaction in complex speech events.

Knowing more about the speech produced by the teacher and students in the class is essential. The speech act by the speakers to the hearers is called the Speech Act. The speech Act is the basic unit of language, the production of a token in the context of speech act (Searle, 1969). Since the speech act plays a vital role in teaching and learning, it is necessary to discuss the speech act used by the students and teachers in English class.

The Speech Act Theory becomes the main focus. Speech acts occur in verbal and nonverbal communication. It is a variety of verbal communication and also a subdivision of pragmatics. Bach (1994) states that action in verbal communication has a message in itself, so in communication, it is not only language but also action. Yule (1996) argues that speech acts study how the speakers and hearers use language. In short, a speech act is the utterance that occurs, and an act indicates an action.

Austin (1962) divided speech acts into locutionary, perlocution, and illocutionary force. Locutionary is the performance of an utterance without hoping for anything from the listener in forming an action. Secondly, the Illocutionary Act is the utterance used by the teacher who expects responses from what he said. The last is Perlocutionary acts. Perlocutinary Act is the action by the listening students when the teacher commands or asks them.

First, the Locutionary Act is the Act of producing meaningful utterances, as stated by Yule (1996). In addition, Austin (1962) argued that the Locutionary speech act is roughly equivalent to uttering certain utterances with certain sense and reference, which is approximately equivalent to meaning in the traditional sense.

The second one is the Illocutionary Act. According to Yule (1996), the illocutionary Act is performed via the communicative force of an utterance, such as promising, apologizing, or offering. It is also known as the Act of doing something in saying something. The Illocutionary Act is the most essential action level in a speech act because force determines it. The speakers have desired this Act. An Illocutionary Act can be an accurate description of an interaction condition.

The third one is the perlocutionary; Hufford and Heasley (1983) said that a perlocutionary act is an act that is performed by a speaker when he utters something that

creates a particular result for the hearer and others. Offering someone is also a perlocutionary act. It refers to the effect of the utterance on the thoughts or actions of the other person. A perlocutionary act is specific to the issuance circumstances and is not conventionally achieved just by uttering that particular utterance. It includes all those intended or unintended effects that some specific utterance in a particular situation causes.

Searle (1969) categorized speech acts into five groups, namelyrepresentatives, directives, commissives, expressive, and declarations. They will be discussed as follows:

The first one is called Representatives. In these speech acts, the speaker reveals the truth of the expressed proposition. The speaker produced the utterances related to the speaker's sighting of specific things, followed by conveying the fact or opinion based on the observation. If someone says, "He is handsome," it is based on the facts or opinion about a person's physical condition. According to Rizki & Golubović (2020), to determine a representative speech act, we can pay attention to some speech act verbs: tell, remind, assert, deny, correct, state, guess, predict, report, describe, inform, insist, assure, agree, claim, beliefs, and conclude.

The second one is Directives. Directives are speech acts the speaker uses to get someone to do something. These speech acts include requesting questioning, commands, orders, and suggesting. For example, when someone says, "Could you lend me your book, please?" The utterance shows the speaker's request that the hearer do something: lend him the book.

The third one is Commissives, speech acts in which the utterances commit the speaker to some future course of action, including promising, threatening, offering, refusal, and pledges. For example, when someone says, "I'll pay for the loan," it represents the speaker's promise that they will pay it.

The fourth is expressive speech, which is an act in which the utterances express a psychological state. These speech acts include thanking, apologizing, welcoming, and congratulating. For example, when someone says, "The door of my house is always open for you." The utterance represents the speaker's expression that he/she always welcomes someone to come to the house.

And the last one is Declaratives. They are speech acts that effect immediate changes in the institutional state of affairs and rely on elaborate extra-linguistic institutions. These speech acts include excommunicating, declaring war, christening, and firing from employment. For instance, Priest: "I now pronounce you husband and wife."

By considering this background, further research and development is needed in the analysis of speech acts in english lessons at Madrasah Aliyah Al Irsyad Tengaran with the limitation of discussing the types of speech acts that students use in learning and what types of speech acts that students often use in speaking in English learning.

METHODS

The method used in this research is qualitative research. The data is taken from an English lesson of the first grade, which focuses on the speech acts of teachers and students during the class at MA Al Irsyad Tengaran, Semarang, Central Java. The lesson was recorded

in a video with two periods of duration or approximately 60 minutes. Qualitative research needs an informant who provides the data sources.

The data collection techniques used were observation and document analysis techniques. Sugiyono, et. Al. (2020) states that the researcher acts as an independent observer. This research was conducted by conducting direct observations in the English lesson for the first grade of Madrasah Aliyah Al Irsyad Tengaran. This study examines teacher-student interactions, which include directive speech acts commanding, requesting, forcing, asking, and inviting. The data were analyzed using three cyclical steps: data reduction, finding and discussion, and conclusion drawing or verification. (Miles & Huberman, 1994)

RESULTS AND DISCUSSION

This research was carried out at MA Al Irsyad Tengaran, a secondary school in Indonesia that is actively developing English teaching methods. The study focused on English lessons in grade 10, where the author observed two learning periods, each lasting 30 minutes. Learning is carried out boldly due to the COVID-19 pandemic, which affects interactions between teachers and students.

The author not only observed directly but also recorded videos of interactions in the classroom. These recordings are the primary data source for analyzing teacher and student communication. A complete transcription of the conversations in class was done carefully, although some details may be unclear due to the limited quality of the audio equipment.

Data analysis focused on the types of speech acts used in the interaction, such as Representative speech acts, which describe information; expressive speech acts, which convey feelings; Directives, which give instructions; Commissives, which bind the speaker to specific actions; and Declarative which change the situation with a statement. It is hoped that the results of this analysis will provide an in-depth understanding of how communication in the context of English learning can be improved through a better understanding of the appropriate and effective use of speech acts.

Table 1 Teacher and students' Speech Act Production

Speech Act	Utterances	Total Percentage
Representatives	103	35.2 %
Directives	145	49.5%
Expressives	18	6.1%
Commissives	27	9.2%
Declaratives	0	0%
Total	293	100%

Based on the results in the table above, the total utterances recorded from interactions between teachers and students were 293 times. Interestingly, not a single declarative speech act occurred during the learning session. This shows that interaction in the classroom is more focused on other types of speech acts. Teachers and students engage in four main types of speech acts: Representative to provide information, expressive to express feelings, directive to give instructions or requests, and communicative to bind speakers to specific actions. These findings highlight the dominant communication patterns

in the context of English language learning in grade 10 at MA Al Irsyad Tengaran, showing how understanding and use of speech acts can influence classroom learning dynamics.

Speech Act used by the teacher and students in the English lesson

Directive

In the context of English learning in grade 10 at MA Al Irsyad Tengaran, directive speech acts become dominant in interactions between teachers and students. The data collected shows that almost half of the total recorded utterances, namely 145 of 293 utterances, are this type of speech act. Directive speech acts include various forms of communication that actively direct learning activities. Meetings recorded 17 times provide an overview of how teachers ask students to complete assignments or participate in discussions. A total of 79 times, teachers used questions to generate discussion and ensure students' understanding of the lesson material. In addition, the command speech act, which occurred 36 times, shows how the teacher gives clear instructions to students, while the prohibitions given four times emphasize boundaries or things that students should not do. Although speech acts such as demands, permissions, suggestions, and invitations occur in fewer numbers, each supports structured interactions and clear learning goals in the classroom. These findings reinforce the importance of directive speech acts in educational contexts, where their appropriate use can help create an effective learning environment and support the holistic development of students' language skills. In the second position, most frequent used speech act in the classroom is Representatives. Totally 35.2% representatives performed in the class or equal with 103 utterances. The most representatives mostly used were utterances of informing 54 times, claiming 54 times, arguing 19 times, reporting four times, denying twice and suggesting only once.

Commisive

Commissive, as the second type of speech, acts significantly in the teaching and learning process at MA Al Irsyad Tengaran, recorded at 9.2% of the total speech in class. Of the 293 recorded utterances, 27 were included in the Commissive category. This type includes various forms of communication that bind speakers to specific actions or promises. A total of 16 times, the teacher uses this speech act to promise certain things to students, showing commitment to act in the future. Apart from that, there are four utterances: offers, where the teacher offers help or an opportunity for students to do something. The speech act of guarantee also appears four times, confirming a guarantee for an event or situation. Although the speech act of doing was recorded as the least, only occurring twice, this shows that commissive speech acts significantly contribute to building committed interactions and building trust between teachers and students in the learning process. These findings illustrate the importance of using commissive speech acts in educational contexts to create a conducive learning environment and encourage students' active involvement in learning.

Expressive

Expressive speech acts show a relatively low level of use in the context of English language learning in grade 10 at MA Al Irsyad Tengaran. Of the 293 recorded utterances, only around 6.1%, or the equivalent of 21, were this type of utterance. Even though the number is smaller than other types of speech, expressive speech acts still have an essential role in creating a supportive and inclusive learning environment. Thank you is the form most

frequently used in the Expressive category, with seven uses recorded. This shows that teachers highly value appreciation of student participation or effort in daily interactions in the classroom. Greetings also appeared on several occasions, recorded four times, which shows respect for good social norms and polite interactions in the school. On the other hand, praise appears three times, emphasizing the importance of recognizing and encouraging students' achievements or efforts. The apology, recorded twice, shows the teacher's sensitivity in admitting mistakes or absences that may have affected the learning dynamics. Regret was also recorded twice, indicating awareness of the impact of errors or discomfort in classroom interactions. Although there is less use of Expressive speech acts, each expression in this category plays a vital role in creating positive relationships between teachers and students and in strengthening an inclusive learning community in the classroom. These findings indicate that recognition of the expression of feelings and emotions in educational contexts plays an essential role in supporting a holistic and sustainable learning process.

From the table above, it can be seen that this class most often produces directive speech. This is in line with John Searle's speech act theory (Searle, 1969), which states that directive speech acts aim to direct the listener to take action. Based on the data analysis that has been carried out, it was found that both teachers and students consistently use directive speech acts in their interactions.

Examples of directive speech acts identified include various forms of communication such as requesting, requesting, ordering, prohibiting, demanding, allowing, suggesting, and inviting. These speech acts show the dynamics and communication patterns in the classroom, where teachers often direct students' actions to achieve learning goals. For example, a teacher might use speech acts such as "Please open the book to page 10" or "Don't forget to do your homework" to direct students in learning activities. Similarly, students use directive speech acts to interact with their teachers and classmates, such as saying, "Please explain me more" or "Let's work together on this project." The use of this directive speech act not only reflects the hierarchical relationship between teachers and students but also describes dynamic and collaborative interactions. In teaching and learning situations, directive speech acts can be a tool for organizing and managing the classroom, ensuring that learning objectives are achieved effectively. In addition, when students use these speech acts, they demonstrate their active participation and involvement in the learning process, which can improve their understanding and academic achievement.

This indicates a close relationship between theory and practice in the educational context, where directive speech acts become an effective tool for achieving instructional goals and building constructive interactions in the classroom environment. Thus, this research supports Searle's theory of directive speech acts and highlights the importance of understanding and applying this concept in daily practice in the classroom to create a productive and collaborative learning environment.

Searle (1969) mentioned that in advising the hearer teacher used some expression. Teacher frequently used positive imperative for instance "Take it slow", "Pay attention and you will answer these questions with your own version", "Create five plans," etc. Negative imperative is also performed in the class, like" "*Jangan diplesetkan menjadi…,*" (Don't change

it into ….), "*Jangan lupa* will rapid decision. (Don't forget will rapid decision)". "Don't forget about that. The teacher used "*Jangan* or don't (in English)" to remind the students not to unexpected things. It was found in the lesson, a student performed an imperative when he presented his work in front of the class his friends were cheering at him, and then he said "Calm down, clam down". In making question to the students, the teacher used speech act which is performed in question word-question as well as yes-no question. The examples of wh-question perfomed by the teacher are "What is it?", "How to use will and going to?", "What will you do if you are a president?", etc. The teacher also used yes-no questions, such as "*Sudah sarapan*, guys?" (Have you taken your breakfast, guys?), "*Ada yang bisa bantu* Aldan?" (Is there anyone can help Aldan?), "Is there any question before we begin?" and so on. Students also performed questions to the teacher, but mostly they were asking about the English word for the Indonesian word they needed to compose sentences, for example "*Tanah apa, tadz?*" (What is the English word for *tanah*/soil?), "*Menghukum apa stadz?*" (What is te English word for *menghukum*/punish), "*Meminta bahasa Inggrisnya apa*, Tadz?" (What is the English word for *meminta*/ask?). *Stadz* or *Tadz* is an Arabic word which is used to call the teacher or *ustadz*.

Representative

The speech acts carried out next are representative. According to John Searle (1969), someone who displays representative speech acts is considered to convey the truth by the proportions expressed. This speech act aims to describe reality or state something the speaker believes to be true. Teachers often use representative speech acts in the learning context to provide information, explain concepts, or confirm a statement. For example, when the teacher says, "Yes, previous plans or fixed plans," this utterance shows specific markers in providing information and conveying facts that the teacher believes to be true. Therefore, this sentence is included in a representative speech act.

Using representative speech in the classroom functions as a way to transfer knowledge and build students' understanding of the subject matter. When teachers provide explanations or clarifications through representative speech acts, they convey information that students hope can be understood and accepted as fact. For example, in a situation where a teacher is explaining the structure of a lesson plan, the use of representative speech acts helps clarify concepts and ensure that students accurately understand the topic being discussed.

Furthermore, representative speech acts can strengthen arguments or evidence in class discussions. When a student expresses an opinion or answer, the teacher may use representative speech acts to provide positive feedback or confirm the answer's validity. For example, statements such as "That's right, experimental results show that" not only strengthen students' understanding but also encourage active participation in the discussion.

Thus, representative speech acts play an essential role in the educational process, helping to create an informative learning environment and supporting students' intellectual development. Understanding and applying these speech acts effectively can improve the quality of interactions between teachers and students and support the achievement of overall educational goals.

The most frequent speech acts used by English teacher and the students

Commissive speech acts are closely related to offers, promises, and commitments to act in the future. According to John Searle's speech act theory, when a speaker performs a commissive speech act, he expresses an intention or commitment to carry out a specific action. In the learning context, this speech act often appears, mainly when the learning material includes the words "will" and "going to," which function to express plans or promises in the future.

For example, when a student says, "If I were president, I would stop environmental destruction," this statement is not just an expression of desire but also reflects a solid intention to act by his statement if the stated conditions are met. In other words, the student is committed to stopping environmental destruction when he becomes president.

This commissive speech act is aessential in learning because it helps students develop language skills that reflect commitment and planning. Teachers can use commissive speech acts to train students to make statements that show plans, hopes, and promises in teaching and learning. For example, exercises that ask students to create sentences such as "I will finish this assignment tomorrow" or "We will have a presentation next week" can help them understand the use of the future tense in English.

Furthermore, using commissive speech acts in the classroom helps language learning and teaches students the importance of responsibility and integrity. When students make promises or plans in their statements, they learn to think proactively about their future actions and consider the consequences of their words.

Therefore, commissive speech acts contribute to developing practical and responsible communication skills among students. Through regular practice and reinforcement in an educational context, students can learn to express their commitments clearly and responsibly. This will equip them with valuable skills in their daily lives and future careers.

Expressing gratitude is the most widely used expressive speech act in learning. This shows that the teacher thanks the students for doing something good in class or doing something according to the teacher's expectations. Expressing gratitude is important because it creates a positive and supportive classroom atmosphere and motivates students to participate actively in learning activities.

For example, when the teacher says, "Before we close... thank you very much for your attention and participation..." this speech is not just closing words but is also a form of sincere appreciation from the teacher to the students. By expressing gratitude, teachers acknowledge and appreciate students' efforts in attending class attentively and actively. This can increase students' self-confidence and enthusiasm because they feel their efforts are recognized and appreciated.

Expressive speech acts like this also play a vital role in building positive relationships between teachers and students. When students feel valued and acknowledged, they are more likely to be actively involved in learning and feel more comfortable interacting with teachers and classmates. In addition, expressions of gratitude from teachers can create a more harmonious and collaborative learning environment where students feel supported and motivated to achieve the best results.

Apart from expressing gratitude, expressive speech acts in learning can also include other forms of emotional expression, such as praising, giving encouragement, or expressing sympathy. For example, when a teacher says, "I am proud of your efforts today," or "Don't worry, mistakes are part of learning," the teacher uses expressive speech to support and motivate students. These expressions can help create a positive and supportive classroom climate where students feel safe to try new things and learn from their mistakes.

Thus, expressive speech acts play a crucial role in learning by helping to create strong and positive relationships between teachers and students, increasing student motivation and participation, and building a supportive and enjoyable learning environment. Understanding and applying expressive speech acts effectively can help teachers create more meaningful and beneficial learning experiences for students.

In short, the speech acts in English language learning studied at MA Al Irsyad Tengaran include four main types: directive, representative, commissive, and expressive. Each type of speech acts plays an essential role in classroom communication and supports various aspects of language learning.

Teachers often use directive speech acts, such as requesting, ordering, and suggesting, to direct students' learning activities and ensure that learning goals are achieved. Representative speech acts, which include stating, claiming, and reporting, convey information and ensure students understand the material. Commissive speech acts, which involve promises and commitments, help teach the expression of intentions and plans for the future. Students may use this speech act when making statements. Expressive speech acts, which include gratitude, praise, and support, play a role in building positive relationships between teachers and students and creating a pleasant and supportive classroom atmosphere. For example, teachers who say, "Thank you for your active participation today" or "I am proud of your efforts" help increase student motivation and enthusiasm.

By effectively understanding and applying these four types of speech acts, MA Al Irsyad Tengaran teachers can create a dynamic and interactive learning environment. The use of these various speech acts helps in communicating learning material and building constructive and supportive relationships between teachers and students. This research shows that implementing appropriate speech acts can improve the quality of English learning and help students achieve better learning outcomes.

CONCLUSION

Based on a study of speech acts carried out in English language learning at MA Al Irsyad Tengaran, it can be concluded that teachers produce the most directive speech acts during the teaching and learning process compared to other types of speech acts. This can be seen from the percentage of speech acts in learning. Directive speech acts reached the highest number, with 145 utterances or 49.5%, indicating the dominance of directive roles in classroom interactions. Representative speech acts are in second place, with 103 utterances or 35.2%, indicating that teachers also often convey information or facts to support the teaching and learning process. Furthermore, commissive speech acts were recorded as 27 utterances, or 9.2%, which reflect commitments or promises expressed by teachers or students in the learning context. This commissive speech act may be used when the teacher conveys a lesson plan or students' promise to complete a particular assignment. Finally,

expressive speech acts appeared in 18 utterances, or 6.1% of the total of around 293 utterances, showing expressions of emotions or attitudes, such as gratitude, praise, or support, which occurred less frequently than other speech acts. The dominance of directive speech acts in English learning shows that the teacher plays a vital role in directing and managing class activities. Clear and firm instructions from teachers help create a structured and controlled learning environment, allowing students to follow directions well and understand assigned tasks. For example, commands such as "Open the book to page 10" or "Do exercise number 3" provide students with direct guidance on what to do, minimizing confusion and ensuring a smooth learning process. In addition, the high frequency of representative speech acts shows that teachers often convey important information and explanations that help students understand the lesson material. This represents the teacher's role as the primary source of knowledge in the classroom, where timely and accurate information delivery is critical to successful learning.

Even though commissive and expressive speech acts are used less frequently, their presence is still essential in creating more lively and interactive classroom dynamics. Commissive speech acts teach students the importance of committing and taking responsibility for their actions. In contrast, expressive speech acts help build more positive relationships between teachers and students and increase student motivation and engagement in learning. This research provides valuable insight into how various speech acts are used in English language learning at MA Al Irsyad Tengaran. By understanding the patterns of use of these speech acts, teachers can more effectively design communication strategies that support the achievement of learning goals and create a conducive and productive learning environment.

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