Enhancing English as a Foreign Language Teacher's Understanding on Illocutionary Acts

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Abstract: *This content analysis delves into the exploration of types and functions of illocutionary acts within a video podcast of Najwa Shihab. For the sake of a comprehensive analysis, rigorous transcription procedures were utilized. The result revealed that there were five illocutionary acts namely: 1) representative (21 items)—conveying information, 2) directive (39 items)—eliciting specific responses, 3) commissive (5 items)—indicating willingness or obligation, 4) expressive (4 items)—showing reactions, and 5) declarative (0 items). Thus, the types and functions of illocutionary acts have the potential to effectively and strategically interact with interlocutors. The study provides insight into managing interaction with students.*

Keywords: *functions, illocutionary act, interaction, type*

Abstrak: *Analisis konten ini bertujuan untuk mengeksplorasi tipe dan fungsi tindak ilokusi dalam video podcast Najwa Shihab. Hasil analisis data menunjukkan bahwa lima tindak ilokusi dalam video podcast Najwa Shihab: 1) representatif (21 kategori)—untuk menyampaikan informasi, 2) direktif (39 kategori)—untuk memperoleh respons, 3) komisif (5 kategori)—menunjukkan kesediaan atau kewajiban, 4) ekspresif (4 kategori)—menunjukkan reaksi, dan 5) deklaratif (0 kategori). Jenis dan fungsi tindak ilokusi sangat bermanfaat untuk berinteraksi dengan mitra tutur. Dalam konteks pengajaran bahasa Inggris sebagai bahasa asing, penelitian ini memberikan wawasan prospektif dalam mengelola interaksi dengan siswa.*

Kata Kunci: *fungsi, interaksi, tindak ilokusi, tipe*

Success in any effort, be it business, personal relationships, or public affairs, is largely dependent on effective communication. An effective communication strategy acts as a guide to help individuals and organizations negotiate the challenging terrain of information sharing. A communication strategy uses a variety of channels and tactics to help with information dissemination, perception management, creating trust, and accomplishing goals.

A well-thought-out communication plan is equally essential for government and public affairs. Political figures and organizations must successfully inform the public of their policies and choices (Fetzer & Bull, 2012, p. 129). As such, a well-thought-out strategy ensures accountability and openness while managing public perception and gaining support for initiatives (Darong, 2022, p. 62; Lin & Osnabrügge, 2018, p. 1). Public speaking engagements, social media initiatives, and public relations campaigns are all instruments in the government's communication strategy toolbox that aid in molding the narrative of the country.

In a daily context, effective communication techniques are also essential for fostering meaningful interactions. The ability to listen intensely, communicate ideas clearly, and settle disputes amicably is essential in any relationship, whether romantic, familial, or friend-based. By improving interpersonal skills and understanding how to modify communication strategy to suit the needs of the interlocutor they are communicating with, individuals can create their own communication strategy (Chintawidy & Sartini, 2022, p. 162; Firmansyah & Arianti, 2022, p. 106). By fostering empathy and understanding, these techniques can improve the harmony and fulfillment of understanding requirements. Through thoughtful consideration of the intended interlocutors, selection of suitable communication modes, and development of a coherent and persuasive message, one can leverage the potential of communication to establish credibility, power, and regulate politeness, and accomplish objectives (Holmes, 2000, p. 179; Yazdanfar & Bonyadi, 2016, p. 6). In our increasingly linked world, an effective communication strategy is a universal instrument for success and connection. One of the strategies is employing illocutionary acts which are under the pragmatics domain.

Illocutionary acts, or linguistic behaviors that transmit meanings beyond words' literal meanings, are frequently employed in effective communication tactics. These acts cover a broad spectrum of communication tasks, such as making

requests, making claims, and making promises (Bahing, Emzir, & Rafli, 2018, p. 115; Oktaviani & Alam, 2022, p. 93; Prafitri & Nasir, 2023, p. 41; Putra & Sedeng, 2022, p. 182). By incorporating illocutionary acts into a communication strategy, one can more effectively communicate their intents and messages, giving their interactions greater depth and richness.

The employment of illocutionary acts in speech events' interactions can greatly increase a communication strategy's efficacy (Christison, 2018, p. 4; Kasim, Sumarlam, Suwandi, & Rakhmawati, 2017, p. 119; Siritman & Meilantina, 2020, p. 6). For instance, illocutionary acts like as assertion to communicate the benefits of the product or promise to ensure quality and satisfaction are frequently used by businesses to urge customers to buy their products. One can customize his/her messaging to elicit the desired responses from their target audience—whether it is to inform, convince, or establish trust—by understanding the illocutionary acts involved. The potency of his/her messages can be considerably increased by their ability to choose the right illocutionary acts within a more comprehensive communication strategy.

Illocutionary acts are also very important in interpersonal relationships. To communicate affection, assistance, or regrets, for instance, entails illocutionary acts such as declaration and expressive. In interpersonal relationships, a well-planned communication strategy emphasizes both the words that are uttered and the manner in which they are communicated. People

can successfully communicate their intentions, feelings, and wishes through illocutionary acts, which fortifies the links of mutual understanding and trust in interpersonal relationships. Illocutionary acts offer nuanced and potent instruments for constructing relationships and meaning in both intimate and professional communication techniques (Dresner & Herring, 2010, p. 255).

Prior research focused on the process of developing pragmatic strategies for speech acts. The results showed that the tactics used have a significant impact on sociopragmatic competence and the level of someone's practical language expertise (Darong, 2020, p. 147; Fitriani, Hidayati, & Budiarti, 2021, p. 1062; Limberg, 2015, p. 276; Tromp, Hagoort, & Meyer, 2016, p. 1094; Zhu, 2012, p. 218). In this regard, Limberg (2016, p. 705) supports the findings by stating that in an utterance, one must possess a certain level of socio-pragmatic competencies. Additionally, previous study have demonstrated that the language techniques that are employed to convey illocutionary activities are advantageous for the collaborative development of competence along with identity (Taguchi, Xiao, & Li, 2016, p. 2). Besides, the study that focused on social media has also shown that hashtags can serve practical purposes by allowing people to express who they are and where they stand on issues through the production of illocutionary acts (Oktaviani & Alam, 2022, p. 92).

In order to participate in political conversation and communicate opinions, hosts and guests may also use a range of illocutionary speech acts (Irwandika, 2021, p. 27). On the other hand, when discussing technology-related subjects and imparting their knowledge, hosts and guests may employ a range of illocutionary speech acts, such as requesting information, voicing opinions, and offering suggestions (Rostiana & Novari, 2021, p. 190; Renisyifa, Sunarti, & Pebriyanti, 2022, p. 227). These studies underscore the significance of illocutionary speech acts in video podcasts and demonstrate the variety of conversational contexts in which they might be used. As such, illocutionary acts are extremely important in determining the type, topics and level of audience participation. Thus, video podcast hosts use a variety of illocutionary types to engage, educate, amuse, and convince their audience and reflect identity. In this respect speech acts—linguistic devices employed to express illocutionary acts—contribute to the co-construction of identity and competence.

Regarding illocutionary acts, the types and frequency used in a given speech event might vary depending on the situation, genre, and topic being covered. According to Dresner and Herring (2010, p. 260) and Irwandika (2021, p. 28) the most common type of illocutionary act used in business negotiations to make requests and give instructions was the commisive act. Further investigation on the use of illocutionary acts in cross-cultural communication by Kasim, Sumarlam, Suwandi, and Rakhmawati (2017, p. 118) highlighted that cultural differences influenced the types and frequency of illocutionary acts used, as well

as differences in the use of representatives and directions. Focusing on educational context, Drew (2017, p. 204) discovered that concepts arising from illocutionary acts generated in an educational context can be introduced with the use of genre analysis. Standing on culture perspectives, a study by Kasim, Sumarlam, Suwandi, & Rakhmawati (2017, p. 122) revealed that different cultures employed commissive acts at varied rates, with collectivist cultures utilizing them more frequently than individualistic ones.

The most recent study was conducted by Darong and Neldis (2023, p. 55) who investigated the types of illocutionary acts in a video podcast. The findings found that directive acts were the most frequently used to have the interlocutors' actions. Even though the study has the potential to manage the pattern of effective interactions, the function of illocutionary acts has not been covered. The previous study in question has thoroughly examined illocutionary acts and English as a Foreign Language (EFL) instruction, with a focus on different facets of language learning. Nevertheless, a significant research gap is shown because the study did not sufficiently concentrate on the particular impact of illocutionary functions that teachers should take into account while teaching EFL. Although the study has addressed broad pedagogical tactics, it is still lacking in discussing how teachers might effectively utilize the many functions of illocutionary acts in the context of teaching EFL.

The lack of comprehensive knowledge of how teachers might incorporate the declarative, directive, and expressive roles of illocutionary acts into their teaching practices is the research gap of the current study. To give teachers tailored direction, a thorough investigation of the precise impact of these functions on lesson preparation, communication skill development, and cultural competency in the EFL environment is essential. Closing this gap would help educators better understand how to adapt their teaching methods to improve students' communicative ability in English, as well as advance our understanding of the practical applications of illocutionary acts.

Therefore, the current study extends the study in question by involving the function of the illocutionary acts in its analysis. This is significant because examining the function of illocutionary speech acts, it helps illuminate the specifics of communicative interaction. More importantly, the current study also highlights the benefits of understanding the employment of illocutionary acts along with the functions of EFL teacher in the teaching-learning process.

Speech acts are a basic notion in linguistics and pragmatics that cover a wide range of communication aspects, including the goals and consequences of speaking in addition to the act of uttering words (Christison, 2018, p. 2). The core of speech acts are illocutionary acts, which include the communication tasks that speakers carry out when they convey their intents. These acts involve a variety of categories, including questions, commands, commissives, and statements, and they go

beyond the literal interpretation of words (Carr, Schrock, & Dauterman, 2012, p. 178). In other words, the illocutionary act is a fundamental component of speech acts and is essential to comprehending how language is employed to accomplish diverse communicative purposes and how words express meaning in a range of circumstances.

Furthermore, illocutionary acts are crucial for addressing the nuances of various cultural norms and social settings. A variety of circumstances, including the relationship between interlocutors, the place, and cultural expectations, leading to emotional influence how illocutionary acts are used (Gasparatou, 2016, p. 320; Tanduk, 2023, p. 881). A request made among close friends over a casual meal may employ a different illocutionary act than one made in a formal business meeting. In addition to helping us understand the nuances of language, the study of illocutionary acts emphasizes how important context and intention are to clear communication. Consequently, it is crucial to grasp illocutionary acts inside speech acts in order to close the gap between what is said and what is meant, promote mutual comprehension, and foster effective communication.

Within the fields of linguistics and pragmatics, illocutionary acts are a notion that emphasize the expressive, functional, and interactive aspects of communication that go beyond the literal meaning of words (Bäckström, 2020, p. 4). These acts give rise to a more profound comprehension of the ways in which language is employed

to carry out different speech acts and form the basis of successful communication. Our relationships, from casual talks to more intricate kinds of discourse like public speaking and negotiating, are greatly influenced by illocutionary acts.

Illocutionary acts comprise a broad spectrum of communicative tasks, such as making claims, giving instructions, asking questions, and making promises. In casual discussions, for instance, asking a question is an example of an illocutionary act of requesting information, while making a promise is an example of an illocutionary act of committing to future action. Understanding these acts helps people comprehend the speaker's goal, which is essential for clear communication. Navigating the implicit assumptions and conventions that underpin different speech forms is also helpful.

It is necessary to note that illocutionary acts apply to both written and non-verbal communication; they are not just applicable in spoken language (Carr, Schrock, & Dauterman, 2012, p. 179). Simple text messages can include illocutionary acts in textual communication. For example, a message of congratulations can execute the illocutionary act of expressing felicitation. Illocutionary acts are frequently accompanied and reinforced by nonverbal cues like nodding, hand gestures, and facial expressions, which highlight the intention underlying spoken words. Because of this, the study and comprehension of illocutionary acts go beyond the domain of verbal communication to include the

intricacies of interpersonal communication and the creation of meaning in a variety of circumstances. Examining speech acts such as illocutionary act in depth reveals a complex picture that goes beyond verbal exchanges. This investigation explores the subtleties of interpersonal communication and the complex construction of meaning in a variety of contexts. Ilocutionary acts, which have their roots in communication theory, are dynamic instruments that shape meaningful encounters and expressions in a variety of contexts in addition to emerging as vocal communication practices. In this respect, Zulkiana, Iskandar, & Abdullah (2023, p. 14), communication is the social interaction—spoken or written—that entails the deliberate sharing of information and has the potential to influence the behavior of individuals to whom the information is transferred, both consciously and unconsciously. Thus, Illocutionary acts play a crucial part in our daily interactions by, in essence, giving us a framework for understanding the complex nature of human communication.

Based on their communication role, illocutionary acts can be categorized into a number of types, including directions, commissives, assertives, expressives, and declarations (Zulkiana Iskandar, & Abdullah, 2023, p. 16). Requests, commands, and orders are examples of illocutionary acts known as directives, which are meant to compel the hearer to do something. Commissives, such as vows, pledges, and promises, are illocutionary acts that bind the speaker to a future course

of conduct. A belief or a claim is expressed by illocutionary acts called assertions, which include reports, descriptions, and assertions. Expressions like thank you, congratulations, and apologies are examples of illocutionary behaviors that convey a psychological state or sentiment. Declarations, such as those declaring war, marriage, or graduation, are illocutionary acts that effect change in the world.

Illocutionary acts are a broad category of language-based communication functions, each of which has a specific function in speech acts. These functions support the goals and intentions that drive a speaker's words, enabling more complex and efficient communication. Illocutionary acts serve a variety of common functions, such as expressing beliefs or opinions through asserting; requesting information or assistance; commanding; questioning to elicit information or engagement; promising to communicate commitments; expressing to convey emotions or attitudes; suggesting and advising to provide recommendations or guidance; conceding to acknowledge the validity of another's point of view; and blaming or accusing to assign blame. Since these functions influence the dynamics of human connection through speech acts, understanding them is essential for understanding meaning and ensuring effective communication in a variety of circumstances.

The importance of illocutionary acts in communication has continued to be studied in recent studies. As such, the illocutionary acts has been used in a number of contexts

such as language learning (Bahing, Emzir, & Rafli, 2018, p. 116; Taguchi, 2011, p. 907) and intercultural communication (Chemmel & Phillipe, 2018, p. 52). These studies demonstrate the notion of illocutionary acts' ongoing relevance and usefulness in linguistics and language philosophy. Furthermore, (Zhu, 2012, p. 218) examined the pragmatic competency of Chinese EFL learners and found that directed illocutionary acts heavily rely on politeness. Besides, Derin, Nursafira, Yudar, Gowasa, & Hamuddin, (2020, p. 16) who focused on message persuasion found that the impact of persuasive communication is significantly influenced by both argument strength and illocutionary power. Asymmetrical power relations may emerge from the speaker's social status and the communication's setting in a study on the usage of indirect speech acts (Eshghinejad & Moini, 2016, p. 2). In their examination of the use of illocutionary force in Jump Street movies 21 and 22, Putra and Sedeng (2022, p. 184) emphasized that the use of illocutionary force has the potential to add intrigue and suspense to the story. Taken together, these works demonstrate the intricacy and significance of illocutionary acts in communication across a variety of linguistic and contexts.

In their most recent study, Darong and Neldis (2023, p. 52) examined the illocutionary acts in a video podcast. The results showed that the most common way to get the interlocutors to behave was through directive acts. Although they highlight the significance of illocutionary act types in

communication, little is known about how they function in video podcasting. To learn more about the utilization of illocutionary acts in this media and how they function in the interaction process, a research is required.

METHOD

The study utilized a qualitative research design, specifically employing qualitative content analysis, to examine the illocutionary acts seen in Najwa Shihab's *YouTube* channel. The research sought to comprehend the changes of communication strategies and illocutionary acts throughout time, taking into account the interactions moves along with the commodity exchanges showcased on the channel.

For data collection, a single video was carefully selected from Najwa Shihab's channel. The reason for choosing the video in question intentionally is of benefit to provide comprehensive view of her content. The selection of the video for analysis involved a systematic approach that began with a comprehensive review of Najwa Shihab's *YouTube* channel to identify videos showcasing her typical themes. The chosen video was carefully assessed for its relevance, significance, taking into account the audience engagement, duration, and content complexity that are aligned with the objectives of the study. Then, following video selection, a meticulous transcription process was carried out to preserve data from the selected video. This step was crucial in maintaining the accuracy and completeness of the data available for analysis. This

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procedure was essential for preserving the precision and comprehensiveness of the data accessible for analysis.

The coding scheme employed in the study classified illocutionary acts into distinct categories, including directive, representational, commissure, expressive, and declarative, along with their corresponding functions. The analysis of each illocutionary act was conducted by considering its type and funtion within the context of the movie, so enhancing the comprehension of communication dynamics as a whole. In order to confirm the accuracy of the data and reduce any bias in the study, the analysis included the participation of three coders to improve inter-coder reliability and minimize individual biases (Schreier, 2012, p. 6).

In addition, in the study analyzing the illocutionary acts in Najwa Shihab's YouTube channel, researcher triangulation was employed to ensure the validity and reliability of the findings. Following the principles of Conversation Analysis (CA) (Barraja-Rohan, 2011, p. 481; Darong, Kadarisman, & Basthomi, 2020, p. 224; Ingram & Elliott, 2015, p. 38), multiple researchers independently analyzed the selected video and its transcriptions to identify and categorize the illocutionary acts, such as directive, representative,

commissive, expressive, and declarative acts, along with their respective functions embedded in the unit of analysis (Table 1).

After completing their individual analyses, researchers collaboratively compared their findings, discussing any discrepancies and interpretations to reach a consensus on the interpretation of the illocutionary acts. This collaborative approach minimized individual biases, enhanced the objectivity of the analysis, and provided a robust and credible understanding of the communication strategies employed by Najwa Shihab in her YouTube channel.

FINDING

This study used transcription and observational notes to gather and analyze data in order to investigate the various sorts of illocutionary acts found in video podcasts. In addition, a few extracts would be displayed to help the researcher analyze the aforementioned categories. The results throw light on the many illocutionary acts that are employed in this medium and offer insightful information about the dynamics of communication in video podcasts.

The employment of different illocutionary acts is shown in the table gives an idea of how language is used in this speech event. Illocutionary acts are

Table 1 Unit of Analysis

Utterance	Participants	Types	Functions
Spoken words	Guest, audience, podcaster	Directive, Representative, Expressive Commissive, Declarative	Conveying information, Specific response or action elicitation, Willingness or obligation to do something, State or reactions expression

Source: Primary Data (2023)

Table 2 Illocutionary Act in Najwa Shihab Video Podcast

No	Illocutionary act	Frequency	Function
1	Representative	21	Conveying information
2	Directive	39	Specific response or action elicitation
3	Commissive	5	Willingness or obligation to do something
4	Expressive	4	State or reactions expression
5	Declarative	0	
	Total	69	

Source: Primary Data (2023)

discrete speech acts, each with a specific function in communication. In this respect, there were 21 representative illocutionary that mostly have the purpose of stating the truth or providing information. Practically speaking, they are often employed to report, describe occurrences, or provide objective information. With 39 appearances, directive illocutionary acts were the most common. These acts are intended to elicit from the listener a particular reaction or action. They include delivering instructions, requesting things, or making suggestions, and they play a crucial role in directing and shaping the other person's conduct.

In the meantime, the table contained five commissive illocutionary acts. Their main purpose is to convey a commitment, promise, or desire to carry out a future specific activity. People express their readiness or duty to perform specific activities or responsibilities when they utilize commissive illocutionary acts. In this respect, the current study corroborates the findings of Rostiana and Novari (2021, p. 195) confirming that commissives are used in online videos less frequently than representatives and directives. As such, this indicates that host might not frequently focus on communicating goals or making commitments on actions somewhere ahead. Lastly, four instances of expressive illocutionary acts were recorded. This category is used to express sentiments, attitudes, or feelings. By sharing their emotional experiences, people can gain insight into their inner moods and emotions through expressive activities.

The table, which includes 69 illocutionary acts in all, illuminates the various roles that language plays in the setting under study. This study shows how speakers use speech acts to convey information, give instructions, demonstrate commitment or feelings, and ultimately influence the dynamics of communication in this particular context. Thus, Table 1 demonstrates that the directive illocutionary act is the most often utilized in the podcast. To be explicit, the following excerpts show how the illocutionary act types in question are used.

Directive

Extract 1

> NS (Najwa Shihab): Excuse me Dad. I was going to ask, I want to save money but I can't do it because there are always other needs that are often present.
> AQ (Abi Quraish): That's what saving money is for.

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NS: But, I can't do that.

QS: In this case, what you save is the rest of what you plan. Saving is not obligatory. What is obligatory is to fulfill obligations unless they are more. (Shihab, 2023)

The conversation shows how hard it is to save money. NS says she wants to save but finds it difficult because of her constant needs. As a reaction, AQ offers a directed illocutionary act by highlighting the value of saving money and outlining its goal. When NS restates that there is no way to save, QS is prompted to provide more direction. After covering anticipated expenses, QS's directive illocutionary act counsels NS to think about saving the remaining sum, emphasizing that saving is optional rather than required. In brief, the participants engage in a dialogue on the rationale behind and viability of saving money, providing direction and insight into the optional nature of this financial strategy. As such, a context-based analysis is required. In this respect, the study support the studies of Darong and Neldis (2023, p. 57) and Darong (2020, p. 148) who emphasized the role of context in uttering words. The context might cover the audience, time, place, socio-culture norms and topic of conversation. However, AQ used representative illocutionary act to give evidence and to demonstrate the instructive role of language.

Within the field of pragmatics, questioning is considered a significant illocutionary act. The act of asking a question, which extends beyond the words' precise meaning, is known as illocutionary act of questioning. This action accomplishes a number of goals, such as asking for clarification or information, asking for confirmation or affirmation, expressing doubt or uncertainty, striking up a conversation, and offering oblique suggestions. As they promote communication, inquiry, and a variety of discourse forms, questions are essential to language because they show how language is used to communicate goals and engage people. In this context, questioning is one of the purpose of performing directive in the utterance as shown below:

Extract 2

NS: It should be enjoyed, right?

AQ: Absolutely, but it should be in a normal way. (Shihab, 2023)

NS starts the conversation by asking, "It should be enjoyed, right?" in an illocutionary questioning act suggesting that NS is looking for more information or validation about the notion that wealth is to be savored. With a direct response of "absolutely, but it should be in a normal way" is an advice. In this interaction, AQ responds to NS's questioning act with a directive that establishes guidelines for when it is "OK" to enjoy prosperity.

Representative

The data analyis show that AQ used the act of representative most frequently during the video podcasts. He primarily used it to share his opinions in answer to the podcaster's inquiries. Here's an instance of how AQ employed the representational role in his utterances.

Extract 1

NS: How is that Dad? Any explanation?

AQ: There is a place where we use the mind; there is a place where we use the heart and there is a place where we combine the two. (Shihab, 2023)

In the context of representative illocutionary acts, NS asks AQ to explain, to which AQ replies with an explanation. The query from NS, "How are things going, Dad? "Is there any explanation? Denotes a request for an explanation or justification for a specific issue. As an example of a representative illocutionary act, AQ's response, "There is a place where we use the mind; there is a place where we use the heart, and there is a place where we combine the two" which describes how rational thinking and emotional considerations should be balanced. In this interaction, NS requests information, and AQ offers a depiction of the various factors that go into comprehending or making decisions.

Commissive

In linguistics, speech acts that involve a speaker committing to a future course of action—typically involving a promise, offer, or vow—are referred to as commissive illocutionary acts. These acts promote trust and accountability in social interactions and are crucial to communication because they express the speaker's intentions and promises. Commissive illocutionary acts play a significant role in shaping the social dynamics of conversations and relationships, as they involve pledging one's word and reliability for forthcoming actions.

The researcher found four commissive types in the video under study. The podcaster, Najwa Shihab, pledged to follow Abi Quraish's advice to the letter. Here's an illustration of a commissive act in question.

Extract 4:

SS: Is it permissible to enjoy wealth, Dad?
QS: It must be. You must enjoy it. Don't be stingy with yourself.
NS: Don't be stingy with yourself. Keep it Sis.
AQ: The Prophet said, God loves to see his grace highlighted by his servants who obtain God's favor. But it should be reasonable. (Shihab, 2023)

The expressions of approval and encouragement regarding the wealth are the main means by which the commissive illocutionary deed is communicated in the dialogue. SS poses the question "Is it permissible, Dad?", thereby starting a conversation about whether it is "OK" to enjoy prosperity. In response, QS exhibits a compassionate gesture, stating that it must be acceptable and urging SS to have wealth in their fortune with the words "Don't be too stingy on yourself." It must be enjoyable for you. Be generous with yourself. This answer not only gives SS permission to enjoy money, but it also actively encourages it. By repeating "Don't be stingy with yourself" NS utters commissure speech act. Further QS said, "The prophet" emphasizes in AQ, a viewpoint shaped by religious teachings, that God values it when those who have received His favors show them off. All things considered, the discussion entails commissive illocutionary activities through statements of approval, prodding, and a reminder to enjoy prosperity within normal bounds.

Expressive

Based on the data, the researcher found that the expressive types were used the least in the video podcasts, with only two recorded instances. The podcaster used the expressive function to greet and thank the viewers. Here are some examples of the podcaster using the expressive function.

Extract 5

NS: *Assalamualaikum warahmatullah wabarokatuh. Alhamdulilah*, it's great that Shihab can be here again. This time in collaboration with Intiland. Our topic today is treasure, throne, and power.

QS: Treasure, throne, and women

NS: It might be Dad. (Shihab, 2023)

A traditional Islamic welcome establishes a polite tone for the talk. The speaker announces her joy at Shihab's homecoming and talks about his partnership with Intiland. The informal introduction of the topic of discourse "wealth, throne, and power" takes place. When QS offers include "women" in the discussion, the first speaker accepts. The informal language, such as "Bi" emphasizes companionship and creates a welcoming environment. Illocutionary acts like greetings, expressing happiness, offering a topic for collaboration warmly, are all part of the conversation. All in all, it creates a context for conversation that could be expanded upon by beans of expressive illocutionary act. Najwa also employed the expressive type in her utterances by expressing gratitude to the audience, as seen below:

Extract 6:

NS: Thank you Dad, thank you friends for listening. *Insha Allah*, see you next time. *Assalamualaikum warahmatullahi wabarakatuh*.

QS: *Assalamualaikum warahmatullahi wabarakatuh*. (Shihab, 2023)

In expressing gratitude, the speaker calls QS "Dad" and thanks friends for listening. The Islamic farewell greeting *assalamualaikum warahmatullahi wabarakatuh* is a farewell with the wish for peace, mercy, and blessings. *Insha Allah* expresses the hope to meet again in the future. The message ends with a heartfelt and customary farewell, expresses gratitude, and looks forward to future exchanges. Such expressions are regarded as expressive illocutionary acts.

Illocutionary acts are an essential component of human communication and a key topic in the fields of pragmatics and speech act theory. These acts cover the speaker's intentions as well as the effect of their words, going beyond the literal meaning of words. The four primary illocutionary acts in communication are directive, expressive, commissive, and representative. Each has a specific purpose. The information in the table provides a clear example of how various illocutionary acts are used in everyday communication to achieve particular goals.

The data indicates that the representative illocutionary act entails the dissemination of information. Speakers make factual claims, report on happenings, and give descriptions of their surroundings when they employ this act. The representative act appeared 21 times in the data, indicating its importance as the main channel for disseminating claims and

factual information. It is the cornerstone of informational communication, enabling people to share knowledge, offer justifications, and make unbiased observations.

The directive illocutionary act, on the other hand, seeks to elicit from the audience particular reactions or behaviors. The table clearly shows this, with the directive act appearing 39 times. The purpose of specific response or action elicitation draw attention to how directive illocutionary acts are practical and dynamic. They consist of asking for something, delivering instructions, and influencing the listener to do something. In interpersonal communication, this act is crucial since it directs conversations and shapes behavior.

With respect to the data, the commissive illocutionary act indicates a willingness or duty to carry out future activities. Five instances of the commissive acts were found in the table. The core of this act is captured by the linked function, willingness, or obligation to do something. Commissive illocutionary acts are those in which the speaker expresses willingness to perform future actions or obligations by making pledges or commitments. They are essential to building communication's foundation of accountability and trust.

Finally, the expressive illocutionary act is used to convey feelings, conditions, or responses. According to the data, there were four instances of expressive acts, which are consistent with the role of state or reaction expression. People can express a range of emotions through expressive illocutionary acts, including happiness, sadness, approbation, and disapproval. They give insight into the speaker's emotional landscape and their responses to different circumstances.

DISCUSSION

Speech acts are concerned with an utterance that has a performative function such as inviting, greeting, congratulating, warning, questioning, ordering, and so forth. In other words, speech acts are different as to the context. But then, it can be conceptualized into three main domains namely locutionary (literal meaning), illocutionary (intended meaning) and perlocutionary (the actual effect or action) (Yazdanfar & Bonyadi, 2016, p. 2).

Besides Austin theory, Searle (in Christison, 2018, p. 3) categorized illocutionary acts into five types that are assertive, directives, commissives, expressive, and declaration which later modified into six by adding the question one. Clark, then, modified these six types into seven that are assertive, directive, commissive, expressive, effective, verdictive and quotation. Regardless of the types and its number purposed by different scholars, something share in common is that each type has its own specific communicative role collaborates with its own and distinctive context.

Speech acts deal with units of dialogue which employs both meaning and reality. Uttering different forms of speech, for instance, stating statements, commands or questioning, one should not only go

within the world but also get along with the world around him or her, (Carr, Schrock, & Dauterman, 2012, p. 177). To understand speech act theory, it is a must to go beyond linguistic competence to understand what actually utterances really mean and how the speakers use the syntactical patterns in interaction to express meaning (Darong, 2021, p. 131).

In the meantime, the interpretation of speech act may encounter problems for language teachers. As such, Nicholas (2015, p. 384) claims that speech acts analysis in isolated adjacency pairs might cause the failure as it is not placed into a wider interaction in which speech acts should be presented over a number of turns. Understanding speech acts as a united single utterance or in the form pairs is regarded as oversimplifying talk. Therefore, speech acts must be viewed in the context of the sequence of talk as a whole. A research finding of Couper and Watkins (2016, p. 4) confirmed that to reach this level, language learners awareness should fully comprehend speech acts as they appear in authentic discourse such as in classroom interaction.

It is essential to comprehend the connection between illocutionary acts and their functions when analyzing language and communication. The data highlight how these ideas are put to use in everyday communication, demonstrating how speakers employ various illocutionary acts to achieve various communicative goals. As highlighted by Meihami and Khanlarzadeh (2015, p. 5), illocutionary

acts such as apology, refusal and request are the fundamental components of nuanced and effective communication, whether they are used to transmit information, prompt responses, establish commitments or convey emotions. To sum up, illocutionary acts and their functions are crucial elements of language and communication. The information in the table offers empirical proof of the settings in which these acts are used to accomplish different goals. Understanding these illocutionary acts and their functions helps to better comprehend the complexities of human communication, which leads to more complex and productive interactions in a range of contexts.

Furthermore, the study yielded useful findings into the frequency and corresponding functions of illocutionary acts, including representative, directive, commissive, expressive, and declarative. These functions can be carefully used in the context of teaching EFL to improve language instruction and develop learners' capacity for efficient communication. The prevalence of directive acts, which are primarily functioned on eliciting actions or responses, indicates that EFL teachers can incorporate realistic, task-oriented activities into their lesson plans. This method not only encourages students to actively participate, which promotes engagement and language acquisition, but it also conforms to the natural way that language is used in everyday settings. In addition, the fact that representative acts are common and are largely intended to convey information emphasizes how

important it is to incorporate informational and content-based resources into EFL curricula. Including real texts, news stories, or conversations that mimic real-world communication situations can give students the language skills they need to effectively communicate concepts, viewpoints, and information. All things considered, knowing how illocutionary functions are distributed in EFL education can help teachers adjust their methods and place a balanced emphasis on engagement, practical language use, and the development of a variety of communication skills.

More specifically, every utterance in classroom interactions is designed to serve certain function. Every utterances we produce, speech acts and its functions must be there. In the classroom interaction, it is very crucial to consider such utterances in which certain functions exist. When teachers produce utterances, they do not only concern with types but also pays attention on the functions as the intended meaning or information of performing activities like suggesting, promising, and requesting or might be prohibiting from doing something. On the other side, once learners have understood the content of utterances, they should be able to decide what to do and say with it by assessing the real force of speech acts as to the sequences of talk they experience. Having that strong impetus, it is of great magnitude to point out that success in language learning in the classroom context should take into account profound examination of speech act functions during the interactions.

In the field of teaching EFL, good teacher-student interaction is essential (Darong, Niman, Menggo, & Beda, 2021, p. 11; Manzel, 2016, p. 21; Solem, 2016, p. 15; Solem & Skovholt, 2017, p. 2). As such, language classroom context is an educational setting where teacher and learners can meet for a given period of time for the aims of learning. Through interaction, both teachers and learners have an opportunity to organize the production the language both written and spoken. Therefore, classroom context, indeed, concerns with the organization inputs and opportunities offered to the learners by teachers (Cancino, 2015, p. 118). The opportunities are dealt with the interaction process that the teachers and learners are engage with. Consequently, learners should be aware of linguistic and strategic choices to cope with the linguistics production during the class (Gilson, Little, Ruegg, & Bruce-davis, 2014, p. 105). Moving ahead further, some competencies that learners should possess to employ a successful communication is needed. Pragmatic content of their utterances may be encountered as barriers as learners try to express themselves in L2 (Second-Language) or target language context. This happens due to the learners' ability to use language appropriately at syntactic and semantic levels (Darong, 2021, p. 132).

Along with this definition, to interact pragmatically, learners need to cope with not only the form and function of the target language, but the context as well (Bolger & Zapata, 2011, p. 615). Then, being able

to communicate naturally and properly with others in a variety of contexts should be considered as the target goal for many english as a foreign language learners. Failure to adhere this, may come to unintended consequences and unwanted treatment of the speaker (Siegel, 2016, p. 12-13). Reasons for learners' pragmatic failures can be categorized into two-fold that are pragma linguistic and sociolinguistic transfer. The former deals with the process by which learners choose certain strategies and forms from their L1 (First-Language) to transport into their interlanguage. Therefore, pragmalinguistics competence is concerned with the speaker's ability to infer the communicative purpose of an utterance beyond its linguistic surface.

The later, on the other hand, concerns with culturally differing perceptions of the importance of context-internal and context-external variable. In other words, it deals with the speaker's knowledge of adapting speech act strategies regarding the socio-cultural variables within a communicative speech event (Yazdanfar & Bonyadi, 2016, p. 3). But then, while it is difficult to separate these concepts in the real interaction, both are axiomatically related and should be seen as one in classroom context.

Illocutionary acts include the speaker's goals as well as the effect of their speech on the audience, going beyond simple word use. Understanding these acts provides teachers with a number of important advantages in the setting of EFL courses, which eventually results in more fruitful and successful interactions with students. The first advantage is facilitating clear communication. Understanding illocutionary acts in an EFL classroom has several benefits, one of them is being the capacity to promote effective communication. Teachers are given a toolkit to help them match their communication with learning objectives. This aspect classifies these acts into functions like informational, commit mental, eliciting response, and emotional. For instance, teachers can communicate instructions in a way that guarantees pupils not only understand them but also follow through on them by using directive illocutionary acts. This encourages efficient instruction and learning.

The second is enhancing learner engagement. In any classroom, getting students involved in the learning process is a constant problem (Barbieri, 2015, p. 153). Teachers can accomplish this by using a valuable tool: an understanding of illocutionary acts and their functions. Teachers can foster a more upbeat and inspiring environment in the classroom by utilizing expressive illocutionary acts to express excitement, encouragement, and positive feedback. Increased student engagement and a stronger sense of community are frequently the outcomes of this emotional interpersonal relationship.

The third is effective classroom management. Sustaining an organized and effective learning environment requires effective classroom management (Aliakbari & Bozorgmanesh, 2015, p. 2; Iv & Tenore, 2010, p. 561; Rimmer, 2016,

p. 85). Teachers can benefit from a deeper grasp of illocutionary acts in this endeavor. Clear expectations and boundaries are established, for example, when directive illocutionary acts are used to create and communicate rules and directions in the classroom. Thus, there are fewer interruptions and miscommunications, creating a more concentrated and effective learning environment.

The fourth is customized feedback. An essential part of the teaching and learning process is feedback. Illocutionary acts can give teachers the tools they need to give students more insightful and individualized feedback. Teachers can provide students with targeted, information-based feedback that addresses their misunderstanding or areas that need improvement by employing representative illocutionary acts. Personalized feedback makes sure that students actively use the feedback strategies to improve their learning as well as comprehend them (Darong & Guna, 2023, p. 15; Laeli & Setiawan, 2019b, p. 258; Snead & Freiberg, 2017, p. 1).

Finally, the benefit of employing illocutionary acts while taking into account the types and functions is cultural sensitivity. Students from a variety of cultural backgrounds are frequently found in EFL programs. Teachers need to be aware of the subtleties of language use since it can be a delicate subject (Lindahl & Watkins, 2015, p. 781). A deep understanding of illocutionary acts aids educators in overcoming this difficulty. It enables them to modify the way they communicate, preventing miscommunications or infractions and promoting a more welcoming learning atmosphere. In addition to being courteous, this cultural sensitivity promotes a more peaceful and productive teaching and learning environment.

In conclusion, it is impossible to overestimate the advantages of comprehending illocutionary acts in EFL classroom interactions. With this knowledge, teachers are better equipped to run their classes efficiently, promote clear communication, increase learner engagement, provide tailored feedback, and exhibit cultural sensitivity. Teachers may create more dynamic, inclusive, and productive learning environments that ultimately benefit both students and teachers by utilizing the power of illocutionary acts. In this regard, it emphasizes how important language is in EFL classes and how teachers must use it well to facilitate successful learning outcomes and efficient communication.

CONCLUSION

The findings of the study provide important insights into the effective strategies of dynamics communication including in EFL classroom interactions, by focusing on illocutionary act types and matching them to certain functions. The functions of these illocutionary acts— representative, directive, commissive, and expressive—in communication are different. As such, the functions include communicating commitments, evoking particular actions or responses, conveying

emotions or reactions, and delivering information. Gaining an understanding of these features can help EFL teachers become more effective classroom managers, engage students, and give tailored feedback.

While the study provides a useful perspective for understanding illocutionary acts and their functions, it does not delve into the contextual nuances that can impact their usage. To further understand how language variance, cultural diversity, and individual communication styles affect the selection of illocutionary acts in certain speech events, further research study is required. In addition, bringing to the EFL teaching context, future studies should concentrate on the use of illocutionary acts in EFL classrooms while accounting for contextual and cultural elements. It would be insightful to investigate in-depth how these acts are used in different educational contexts and how they affect student engagement and learning outcomes.

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