THE TEACHER'S SPEECH ACTS IN LIVE STREAMING YOUTUBE AS AN ENGLISH TEACHING MEDIA: A CASE STUDY IN SMP UNISMUH MAKASSAR

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Article Info	Abstract
	Social media has become a medium for teachers to use in the process of teaching English, and Live Streaming YouTube is one of the social media platforms that is used in speech activities in learning process. This study aims to investigate the types of Illocutionary Acts used by the teacher in teaching English through live streaming YouTube. This study applies qualitative research approach with case study research method. The research subjects were selected by using *Purposive Sampling* technique. As a result, the subjects of the research are two English teachers of SMP Unismuh Makassar who taught English via Streaming Youtube. Based on the findings, the researcher found four types of illocutionary acts used by teachers in the teaching and learning process. Those are Directive, Expressive, Commissive, and Assertive. The directive speech act was found to be the most common illocutionary act with 136 utterances. The reason was because it has several functions in learning process such as to check the students' knowledge of certain information, and to give instructions to them (ask the students to do something). The next type of illocutionary acts found is expressive with 55 utterances, followed by commissive with 14 utterances. And the least data found is assertive with 3 utterances. On the other hand, there were no findings of declarative speech act types in the English teaching and learning process. This is an open access article under the CC BY-SA license.

INTRODUCTION

The basic unit of communication is the speech act (Searle, 1979). He claims that the speech act has been the center of communication since the development of speech act theory. He considers the act of speaking to be the most important aspect of the study of language, meaning, and communication. Furthermore, he asserts that the various speech acts play an important role in facilitating successful interpersonal communication, particularly in the process of teaching and learning English. The teacher's goal in the teaching process is to reach

the target in learning itself, but this will be accomplished through good communication between teachers and students. Searle divides speech acts into five categories: assertive, directive, commissive, declarative, and expressive.

The use of speech acts on social media is one of the ways speech acts are used in everyday life. According to Nasrullah (2017), Social media is a type of online media that enables users to interact, collaborate, share, and communicate with one another in order to form virtual social bonds. Additionally, social media has evolved into a new mode of communication. Social media is a form of instant communication that is widely used in the modern era. Recently, social media has become a medium for teachers to use in the process of teaching English. YouTube is one of the social media platforms that is used in speech activities. YouTube is another medium on the internet that can aid in the learning process. YouTube has also been modified to enable real-time communication. Some schools are already utilizing YouTube as a form of instruction. SMP Unismuh Makassar is one of the schools in Makassar. Students also provide feedback in online learning, particularly through YouTube live streaming. However, this is not the case in some situations and locations where a synchronous learning system is used, such as at SMP Unismuh Makassar. Occasionally, teachers experience anxiety because they believe the lesson is a live broadcast that will be automatically viewed by anyone who views the video (Akar & Erden, 2021). Live streaming videos cannot be edited, for example, to remove sections where the teacher makes mistakes in applying or speaking when explaining the material.

The English teacher's speech act is interesting to discuss here, particularly the teacher's illocutionary act. Because some learning systems implemented in other agencies that make use of YouTube only use it to search for learning materials, or because the teacher only posts teaching materials on YouTube and then students access them at various times. Online learning at SMP Unismuh Makassar is conducted via a live streaming YouTube system, also known as a synchronous learning system. However, learning via YouTube live streaming is no longer a viable method of education. As a result, it can be assumed that there are a number of unanswered questions regarding why this learning system has not been implemented. The researcher had previously involved in FKIP Unismuh Makassar in the profession of teacher strengthening, or what is commonly referred to as P2K. According to the researcher's experience teaching English via live streaming YouTube, there are some difficulties or

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concerns when certain parts of the learning process occur and the teacher as a speaker asks students to do something, but students rarely respond, especially when the teacher has given students the opportunity to ask questions about the learning materials or has asked students to respond to teacher questions. Later on, they will actively respond to questions posed directly by another teacher via YouTube's live comment column. This was confirmed by a number of the school's English teachers.

Based on the explanation above, the researcher attempts to investigate the illocutionary act on live streaming YouTube performed by the teachers during teaching English by using the platform. The subjects of this research are the English teachers on the SMP Unismuh Makassar YouTube channel who teaches English via Livestreaming YouTube during the learning process. The researcher hopes that this research will aid in the dissemination of information and knowledge regarding illocutionary acts. Additionally, this research is expected to serve as a reference for future research on the same subject.

LITERATURE REVIEW

Speech act theory was created by J.L. Austin (2018) and developed by Searle (1969). A speech act is a major part of communication that occurs when someone says something. As Leech (2016) stated, the act of speech can be defined as the action performed through speech. There are three actions that a speaker can take when using speech act, they are the act of speaking, the act of doing something, and the act of affecting someone (Allan & Jaszczolt, 2012). Three distinct categories of common speech acts have been identified. The three types of acts are the locutionary act, the illocutionary act, and the perlocutionary act. Yule (1996, hal. 28) distinguishes three types of acts that occur during a conversation: locutionary, illocutionary, and perlocutionary. The locutionary act is the basic act of communication. It refers exclusively to the speaker's actual words. The illocutionary act refers to how speakers use their words. The term "perlocutionary acts" or "the effects of the utterance on the hearer" refers to the outcomes of illocutionary acts (Cutting & Fordyce, 2020, hal. 16).

According to Searle (Searle, 1979), Illocutionary acts are classified into five speech forms: the first is assertive speech acts. The aim of assertive is to convince the speaker that what he says is true. Statements, boasts, complaints, conclusions, and deductions are all examples of this type. The next is directive speech acts. The directive's illocutionary point is the speaker's attempt to persuade the listener to do something. According to Searle, verbs such as ask, order, command,

request, beg, plead, pray, entreat, and others can be used to carry out directives. The next speech is commissive speech acts. The goal of performing commissive is to bind the speaker to his or her future actions. Another speech act is expressive speech acts. The expressive's illocutionary point is to express the psychological state that is included in its sincerity condition as to the situation that is indicated in the propositional content. Thank, congratulate, condole, deplore, welcome, and so on are examples of expressive verbs. The last type is declarative speech act. The speaker asserts something in advance based on reality's truth. Then such a statement causes the change. As Searle points out, a successful declaration necessitates the presence of an additional linguistic institution, such as a legal institution or a specific institution with special authority and power.

Karmila Sari et al.(2021) conducted a study to determine the types and functions of illocutionary acts produced by a lecturer during online classroom interaction. According to the findings, the lecturer engaged in four distinct types of illocutionary acts during online classroom interaction. During teaching and learning, the lecturer made 275 utterances of illocutionary acts, 165 directive data, 86 expressive data, 23 representative data, and 1 commissive data. This finding suggests that more research is needed to broaden the scope of speech acts in online classroom interaction in order to obtain more comprehensive data. Christianto (2020) has also conducted the research related to the speech acts in the classroom interaction. The purpose of this study was to ascertain and analyze the types of speech acts performed by teachers and students in EFL classrooms. The researcher analyzed and interpreted the research findings using Cruse's speech act theory. During interactions between teachers and students, three distinct types of speech acts were identified: locutionary acts, illocutionary acts, and perlocutionary acts.

However, lessons and interaction can therefore look very different in the synchronous online classroom. Moorhouse described teacher experience, 'The VCS sessions are still more "bumpy" and more teacher-centered than face-to-face sessions. Group and whole- class discussions are characterized by longer silences and shorter student responses'(Moorhouse & Beaumont, 2020). Payne argues that the limitations evident when teaching synchronously online mean that 'it is difficult to have an interactive conversation with more than about four to six individuals' and 'conversational turn-taking in a video conference is challenging enough when everyone is speaking their first language (L1), let alone a L2' (Payne, 2020, hal. 246). Ferri et al., (2017) found that one of the key obstacles to the effective use of online learning identified in the literature is technological challenges. Technological challenges are primarily related to a lack of

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Internet connectivity and electronic devices. Even if an instructor manages to get all students to come to virtual classrooms at the same moment, basic things like lack of lip coordination and verbal clues, time lags, bad sound and pictures, turn-around, etc., become major challenges (Othman, 2022).

Some of the studies mentioned above are related to speech acts, especially illocutionary acts. On the one hand, there is research that examines illocutionary acts used by teachers in offline-based classes. On the other hand, there are also several studies that examine illocutionary acts in online-based classes, including those using YouTube media. However, no one has researched about illocutionary acts, which are implemented in learning English in online classes such a live streaming YouTube. Thus, the researcher attempts to ascertain how the teacher's speech acts, specifically the types of speech acts demonstrated by the teacher while using YouTube live streaming to facilitate the English learning process. Because learning via live YouTube is similar to offline learning with a synchronous system, the teacher can give instructions directly to students.

METHODS

This study is based on a qualitative approach. According to Flick (2018, hal. 92), qualitative research aims to develop theories about behavior, perception, motivation, and action, with a focus on interpreting the data gathered from the sample. The qualitative research methodology used in this study is the Case Study method. According to Creswell (2017), A case study is a piece of research that explores into a specific system or case (or series of cases) that occurred over a specified period of time using in-depth and detailed data collection from a variety of reliable sources of information. Case studies can be conducted by conducting interviews with informants, direct field observations, as well as reviewing existing documents and reports and audiovisual materials. Thus, the researcher examined the phenomenon of the teacher's illocutionary act on a live streaming YouTube as an English teaching medium, as well as the difficulties encountered by teachers.

Purposive Sampling Technique used to select the subjects. As the name implies, the sample selected for a particular reason (Nugrahani, 2014, hal. 102). At SMP Unismuh Makassar, there are totally four English teachers. Meanwhile, only two teachers interact with students during the learning process via Live streaming YouTube. As a result, the researcher only focused on the two teachers as the research subjects. The researcher collected the data by

observing the teacher's illocutionary actions during the teaching process vis Livestreaming YouTube.

Instrument

Since the type of research is qualitative research, the researcher is the primary instrument in this study. She serves as a researcher, data collector, analyst, data interpreter, and writer of research reports. Qualitative researchers, in addition to their roles as data collectors and analysts, serve as instruments in their research (Nugrahani, 2014). In addition, Sugiono (2013) stated that the instruments cannot be developed until the problems are defined. Thus, the researcher serves as the primary instrument in qualitative research. In addition, the recorded teaching videos on YouTube as well as YouTube transcripts were used to record teacher utterances and student responses to identify each type of teachers' illocutionary acts.

Data Analysis

In this part, the author adopted the framework developed by Miles et al., (Miles et al., 2018) to describe the major phases of data analysis: data collection, data reduction, data display, and conclusion drawing and verification.

In data collection, the researcher used the video recording of live streaming YouTube to analyze teachers' illocutionary acts. The researcher made the data transcript of the teacher's utterances and students' respond during the teaching and learning process based on the live streaming YouTube recording.

In data reduction phase, the researcher identified and classified the teacher's illocutionary speech acts based on Searle's theory. To formulate the data, the researcher utilized *NVivo*, a Qualitative Data Coding Software. It helps the researcher to select the data and classify them into nodes/themes. Furthermore, it enables the researcher to automatically calculate the frequency of the teachers' utterances after the data were categorized into nodes (themes).

The next phase is data display; the presentation of data took the form of writing, drawing, tables, and graphs. In this part, the researcher made a graph and table related to the types of teacher's illocutionary speech acts and also presented the examples in narrative form.

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The last phase is conclusion drawing/verifying. The researcher determined the significance of the data collected at the beginning of the study. As a result, the researcher identified themes, patterns, equations, and relationships that frequently appear in the data. Although the conclusions reached are tentative and doubtful at first, they become more solid and certain as the amount of data gathered from observation and interviews, as well as the amount of data collected from the overall research results grows. The researcher finally drew conclusion of the types of teachers' illocutionary acts during the teaching and learning process through live streaming YouTube.

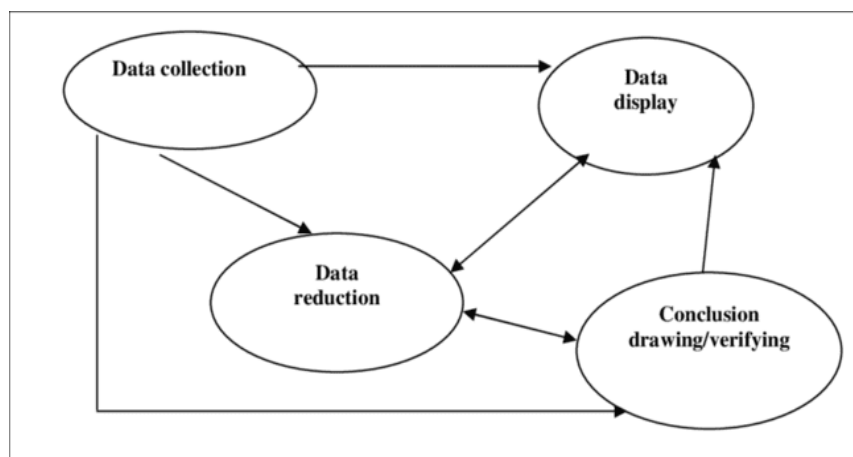The framework of the interactive data analysis can be seen in the figure as follows:

Figure 1. Interractive Model Of Analysis By Miles Et Al., (Miles **ET AL.,** **2018)**

RESULT AND DISCUSSION

The Types of Illocutionary Acts

The researcher applied the theory of Searle to analyze the dialogue of teachers in the teaching and learning process in SMP Unismuh Makassar. From the research findings, the researcher found several types of illocutionary acts used by the teachers in uttered her utterances to students during the teaching and learning process. In analyzing the data, the researcher used Searle's theory. Searle (1979) divides the kinds of illocutionary acts into expressive, directive, assertive, declarative, and commissive.

Based on the observation through the video recording live streaming of teaching and learning English, the researcher found four types of illocutionary acts performed by the teacher in the teaching and learning process on the seventh and eighth grades of SMP Unismuh

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Makassar based on the observation in YouTube live streaming in the year of 2021. They were Assertives, Directives, Commissive and Expressive.

The bar chart below derives from Nvivo, a qualitative data software, and it shows the total number of teacher illocutionary acts found in the teaching and learning English through live streaming YouTube.
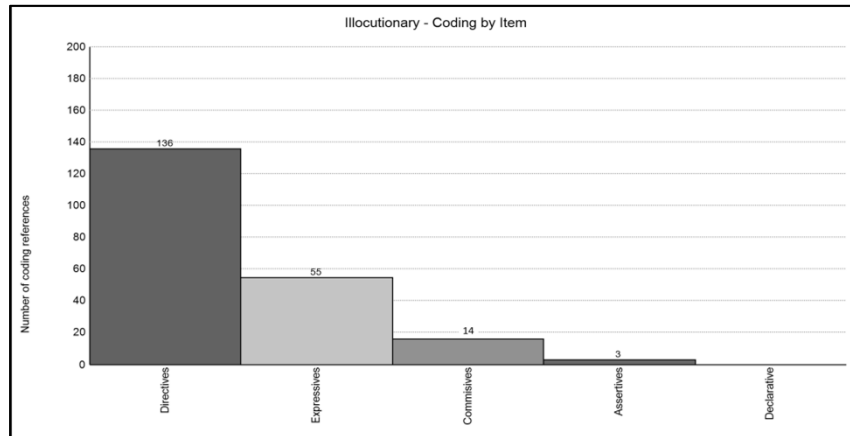

Figure 2. types of illocutionary acts

The frequency and percentage of data related to illocutionary acts on teachers can be seen in the following table:

Table 1 percentage of illocutionary acts

Types of Illocutionary Acts	Frequencies	Percentages
Directives	136	65%
Expressives	55	26%
Commissives	14	7%
Assertives	3	1%
Declaratives	0	0%
Total	208	100%

Based on the findings, directive speech act has the dominant frequency of the five types of speech acts. The directives consist of command, ask, suggestion, order, and forbidding. There are 136 records that contain the directives type. According to the data from the YouTube transcript, directives speech acts become the most frequent speech act performed by the teachers. These directives were usually found whether in the opening, in teaching process and at the end of learning. The teachers often asked the students to do something during the

English teaching and learning activities such as such as asking students to fill in attendance while in the opening through the YouTube comments column, asking to provide example sentences related to learning materials during the main activity, giving advice to students regarding how to do assignments during the reflexion session or closing, and prohibiting students from making some mistakes in the main activity. This is in line with the concept of directive speech acts by Searle (Searle, 1979) that is to make the hearer to take some action. The example of directives taken from the findings as follows:

> T :4.14 "…*Oke* **please do this instruction, please prove it by writing 1 sentence that you still remember in the live chat**."
>
> S1 : 6.28 *Profession & Job description*
>
> S2 : 7.10 "My *father is an architect,he designs public buildings*"
>
> Source: NVivo:<Files\\Observation Transcript\\DT 01 T2 N>

Based on the findings of directive acts with the most frequency in learning activities, this is also similar with previous research from Hosnol Wafa et al.(2017) who examined directive speech acts that directive illocutionary speech acts were chosen by researchers because most of the utterances in learning activities include the types of communication strategies used by English teachers, including asking, ordering, inviting, suggesting, and begging. On the other hand, when viewed from the determination of the types of illocutionary in a learning process that is carried out online, the results of this study and previous research conducted by Karmila Sari et al.(Karmila Sari et al., 2021), also found the directive as the most frequently used by the teacher while differ in terms of the order of frequency of data findings from the types of illocutionary displayed by teachers where the most data is found starting from directive, expressive, assertive and the last is commissive.

In addition, Seken & Putra (2013) stated that, since the instructor was in charge of overseeing and managing the class, directive speech acts began to be used by the teacher most frequently. Additionally, they said that it serves several purposes as the explanation. The goals are to assess the students' competence to do tasks and their knowledge of specific subjects. It indicates that the teachers have the authority to keep the class going.

The second most common illocutionary speech act is expressive. The expressive refers to thanking, appreciate, welcoming, apologizing, and congratulating. There are 55 utterances recorded related to expressive speech acts. Expressive speech act is one of the classifications of

speech acts that concerns with the act of asking for something such as feeling, apology, attitude, utterance of emotion, and spoken that have a meaning with purpose to do something that the listener expects the result from the speaker. In this research, the teacher used an expressive greeting to welcome the students at the beginning of class. The purpose of the greeting was to create a learning environment and gain the students' attention. While in the teaching process, expressive speech acts were mostly used by teachers to praise or express her attitude to students who answer questions correctly during the teaching process. The example of utterances can be seen as follows:

S2 : 21.08 *desainer*

T : 21.10 *Oh arsi juga menjawab. Oke Awal, Habib juga no. What is his profession? His profession is desain baju. Aslam, fashion designer.* **Oke, very good!** *Hasyim, Pikra, Habib* **Oke thank you Nak***.*

Source: NVivo:<Files\\Observation Transcript\\DT 01 T2 N>

This is also supported with Searle's (Searle, 1979) assertion that expressive speech acts highlight the speaker's feeling or attitude toward a specific thing or circumstance. The statement of praise, such as "very good!", performed by the teacher and thanking students showed the teachers' appreciation to students who participate in answering or asking questions actively during the learning process. This is in line with prior research by Karmila Sari et al. (Karmila Sari et al., 2021) who concluded that the forms of illocutionary acts utilized by the teacher throughout the learning activity were expressive. It aimed to communicate appreciation to students who have done something.

The next is commissive speech act with relatively little data found in this study. The third type is commissive speech acts contain of threatening, promising, refusal, and offering. There are 14 data of commissive. It is a kind of speech acts that is used by the speakers to commit themselves to some future course action. In this research, the researcher also found the teachers use commissive when the teacher conveys actions that will be taken in the future against students for example when the teachers state that they want to discuss new material at the next meeting in the closing session of lesson, when the teachers state that they will provide score for students who are active in the online class, threaten students who do assignments by cheating the answers exactly the same as those on the internet, and all actions that are promising by the teacher. The example of the utterances can be seen as follows:

T : 4.38 *"I know that if you do your worksheet by Google ya* **mem akan tahu pekerjaan kalian** *itu* **akan diperiksa** *dan* **mem akan tahu pekerjaan kalian itu dikerjakan sesuai instruksinya Mem atau langsung by Google.***"*

Source: NVivo:<Files\\Observation Transcript\\DT 01 T1 S>

This is supported by Searle's (Searle, 1979) theory, which states that a commissive act is employed when the speaker intends to commit themselves to future activities. These commissive acts were also found in the research conducted by Shidqi et al. (2016). However, commissive has the least frequency found in English learning classes. While in this study, assertive is the type of illocution that is found the least during the learning process.

Lastly, assertive is the least types of illocutionary acts data found in this study. Assertive is one of illocutionary act that represents a state of affairs. In this study, the teacher almost never used the assertive type of speech act. Types of assertive consist of stating, deduction, conclusion, and complaints. However, there is only stating function from the two teachers who are the subjects with the lowest frequency of 3 data. The teacher only used assertive for stating a fact for example when the teacher uses it when stating the number of meetings in learning in that semester. The example can be seen as follows:

T : 2.09 *Oke pada kesempatan kali ini kita sudah masuk di pertemuan ke-7 ya. Eh I hope everyone atau ananda semua dirumah tetap sehat dalam keadaan sehat ya semua.*

Source: NVivo:<Files\\Observation Transcript\\DT 01 T2 N>

Those assetives are also in line with the theory by Searle (Searle, 1979), which claims that assertive speech acts involve the speaker in the truth of the arguments being expressed. In addition, assertive was also found in Basra & Thoyyibah's (2017) research which analyzed teachers' illocutionary acts with the second highest frequency found after directive speech acts. But these types of teachers' illocutionary acts were not done using YouTube or any other online platform.

In contrast, teachers made no use of declaratives during the teaching and learning process. This is also similar with the studies by Shidqi et al. (Shidqi et al., 2016), Widya (2017) and Swandewi et al. (2017) which revealed that declarative speech acts were not included in their findings. Declaratives were avoided by the teachers because this type of speech act has no relation to the teaching and learning process. This statement is supported by Black's (2006)

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theory who stated that declaratives only involve getting married, firing a worker, and sentencing criminals.

Based on the data found in this study, it can be interpreted that speech acts, especially illocutionary acts according to Searle, also apply to the process of teaching and learning English through YouTube live streaming. This research has similarities with previous research in which the most common types of illocutionary acts found are the types of directives used by teachers or lecturers in the context of learning.

However, several previous studies have differences in terms of the medium used in the learning process, such as illocutionary acts on the WhatsApp group, illocutionary acts on Youtube with not as live streaming but as a source of teaching material. There is also research that analyzes teacher's illocutionary acts in the learning context directly or face to face. In this research, it can be concluded that these types of speech acts have a role in language and communication in teaching via YouTube live streaming. In addition, this can also be useful for people who have an interest in research related to speech acts as additional insight or as a reference for further research.

CONCLUSION

The researcher has found four types of illocutionary acts used by teachers in the teaching and learning process in grades seven and eight at SMP Unismuh Makassar. There is directive, expressive, commissive, and assertive. The directive was found to be the most common illocutionary act with 136 utterances. The reason was because it has several functions such as to check the students' knowledge of certain information, and to ask the students' ability to do something. The next type of illocutionary acts found is expressive with 55 utterances, followed by commissive with 14 utterances, and the least data found is assertive with 3 utterances. On the other hand, there were no findings of declarative speech act types in the English teaching and learning process.

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