

**AN ANALYSIS OF SPEECH ACTS USED BY THE TEACHERS AT  
LOWER PRIMARY CLASS SINGARAJA MONTESSORI SCHOOL**

**By**

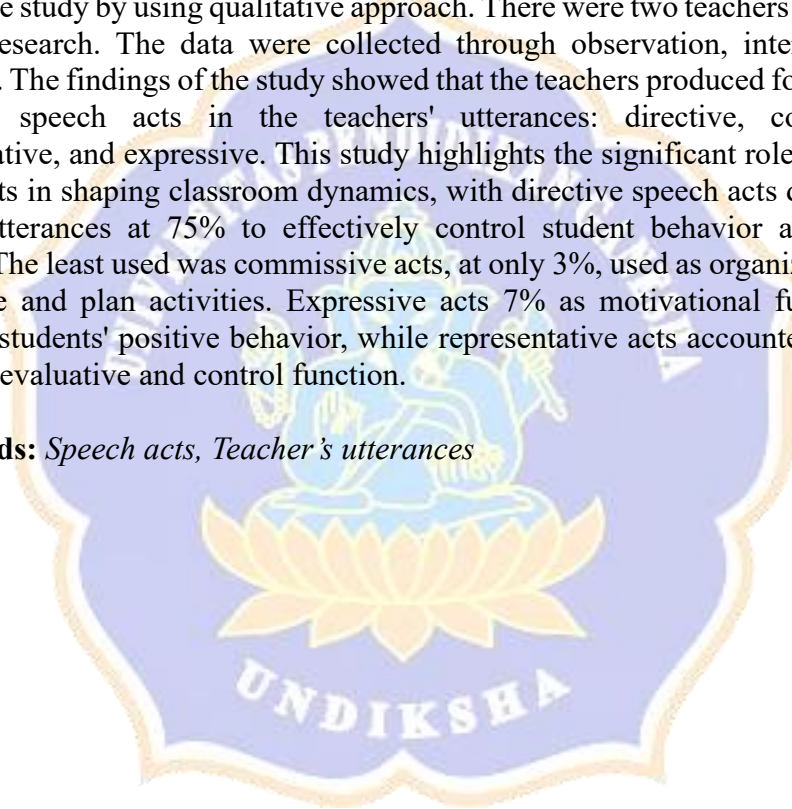
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**ABSTRACT**

This study was intended to analyse and explain the types of speech acts and instructional function of speech act used by the teachers in teaching and learning process at lower primary class Singaraja Montessori School. This study was a descriptive study by using qualitative approach. There were two teachers as subjects for this research. The data were collected through observation, interview, and recording. The findings of the study showed that the teachers produced four primary types of speech acts in the teachers' utterances: directive, commissive, representative, and expressive. This study highlights the significant role of various speech acts in shaping classroom dynamics, with directive speech acts dominating teacher utterances at 75% to effectively control student behavior and engage learners. The least used was commissive acts, at only 3%, used as organize function to arrange and plan activities. Expressive acts 7% as motivational functions to reinforce students' positive behavior, while representative acts accounted for 15% served as evaluative and control function.

**Key Words:** *Speech acts, Teacher's utterances*



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**Pendidikan Bahasa Inggris**

**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis dan menjelaskan jenis-jenis tindak tutur serta fungsi instruksional dari tindak tutur yang digunakan oleh guru dalam proses belajar mengajar di kelas rendah Sekolah Montessori Singaraja. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Terdapat dua guru sebagai subjek dalam penelitian ini. Data dikumpulkan melalui observasi, wawancara, dan rekaman. Hasil penelitian ini menunjukkan bahwa guru menghasilkan empat jenis tindak tutur dalam ucapan mereka: direktif, komisif, representatif, dan ekspresif. Penelitian ini menyoroti peran penting berbagai tindak tutur dalam membentuk dinamika kelas, dengan tindak tutur direktif mendominasi ucapan guru sebesar 75% yang berfungsi untuk mengendalikan perilaku siswa dan melibatkan siswa secara efektif. Yang paling sedikit digunakan adalah tindak tutur komisif, hanya 3%, yang digunakan sebagai fungsi pengorganisasian untuk mengatur dan merencanakan kegiatan. Tindak tutur ekspresif 7% sebagai fungsi motivasi untuk memperkuat perilaku positif siswa, sementara tindak tutur representatif sebesar 15% berfungsi sebagai fungsi evaluatif dan kontrol.

**Kata kunci:** *Tindak tutur; ucapan guru*

