



LECTURER TALK IN THE EMI CLASSROOM: A SPEECH ACT ANALYSIS

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E-ISSN: 2621-9158
P-ISSN: 2356-0401

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Submitted: 8 June 2023
Approved: 29 June 2023
Published: 30 June 2023

Citation:

Lestari, S., & Mutiaraningrum, I. (2023). Illocutionary Act Analysis of Jokowi Three Periods on CNBC News 2022: Critical Discourse Analysis. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 10(1), 30-44. Doi: 10.22219/celtic.v10i1.25365

ABSTRACT

Research in the area of utilizing English as a medium of instruction has overlooked the investigation of communication issues among lecturers teaching their disciplines in English. This study seeks to determine the most common speech act employed by lecturers utilizing English as a medium of instruction, the rationale behind the selection, and its implication on pedagogy and education. Employing a case study, we recruited four instructors from Biology and Primary Education who teach content-based subjects in English. With Searle's framework of speech acts, the study revealed that assertive speech acts were used 42.85%, directive 25.8%, expressive 21.65%, and commissive 9.6%. The findings indicate that most lecturers used assertive speech acts to clarify content and engage students in achieving learning objectives. This study expected to give contribution as reflection tool on how speech acts should be performed in teaching process to promote successful English utilization by instructors teaching non-English subjects.

Keywords: *EMI; lecturer's talk; speech act*

ABSTRAK

Meskipun menjadi aspek penting dalam penggunaan bahasa Inggris sebagai bahasa pengantar, literatur belum menyelidiki masalah yang terkait dengan komunikasi dosen yang mengajar disiplin ilmu masing-masing dalam bahasa Inggris. Penelitian ini mengidentifikasi tindak tutur yang paling umum digunakan oleh dosen yang menggunakan bahasa Inggris dalam mengajar disiplin ilmunya, alasan pemilihan, dan implikasi dari tindak tutur yang dipilih pada pedagogi dan pendidikan. Lewat studi kasus, kami merekrut empat dosen dari Biologi dan Pendidikan Dasar yang mengajar mata pelajaran berbasis konten menggunakan bahasa Inggris sebagai media pengajaran. Dengan kerangka tindak tutur Searle, penelitian ini mengungkapkan bahwa tindak tutur asertif digunakan 42,85%, direktif digunakan 25,8%, ekspresif digunakan 21,65%, dan komisif digunakan 9,6%. Sebagian besar dosen menggunakan tindak tutur asertif untuk menjelaskan mata kuliah dan melibatkan mahasiswa dalam mencapai tujuan pembelajaran. Dengan demikian, penelitian ini memberikan kontribusi yang signifikan mengenai tindak tutur yang digunakan oleh dosen dan mengidentifikasi masalah dalam kompetensi komunikasi mereka. Penelitian ini diharapkan dapat memberikan kontribusi sebagai refleksi tentang bagaimana seharusnya tindak tutur dilakukan dalam proses mengajar untuk mempromosikan penggunaan bahasa Inggris oleh dosen yang mengajar mata pelajaran non-bahasa Inggris.

Kata Kunci: *English as medium of instruction; ceramah dosen; tindak tutur*

INTRODUCTION

In many countries, especially at Higher Education (HE), there is a noticeable improvement of the use of English as a medium of instruction (EMI) for academic disciplines. EMI refers the practice of using English as a medium of instruction in nations where that language is not spoken as a first language (Macaro, 2018). In the Indonesian context, the adoption of EMI is driven by the goals of internationalization and global competitiveness, aiming to facilitate academic mobility (Al Hakim, 2021; (Muttaqin, 2020) Simbolon, 2021; Simbolon, 2023, Sundusiyah, 2023). In this global higher education competition, Indonesian universities strive to be recognized on an international scale (Simbolon, 2021). As reported by British Council, there are 117 HE in Indonesia that implement EMI, for international (dual degree) programmes, International Undergraduate Programmes (IUPs), international exchange students, and Postgraduate EMI programmes (Dearden, 2014). Talaue & Kim (2020) argue that the implementation of EMI at HE can meet the demands of the workplace as English-medium study may provide students with a workplace edge.

One of the universities implementing EMI is Universitas PGRI Madiun (UNIPMA). EMI has been implemented for International Credit Transfer (ICT) Program since 2021. Through evaluations conducted by institutional staff between 2021 and 2022, a common concern was identified among lecturers regarding the implementation of EMI. These instructors struggled with their English proficiency and teaching strategies in an EMI setting. This aligns with the findings of a report by Dearden (2014) which acknowledged that while the implementation of EMI was generally successful, there remained a lack of proficiency in terms of both lecturers' and students' adaptation to the instruction.

Numerous studies in the European context have highlighted the prevalence of deficiencies in spoken communication abilities among lecturers in the context of EMI (Dimova & Kling 2018; Helm & Guarda 2015; Jensen & Thøgersen 2011; Sercu, 2004; Vinke et al. 1998). The lack of confidence among lecturers in speaking English can impede the engagement of students in conversation (Llurda, 2005). Additionally, research in Taiwan has shown that the implementation of EMI courses can lead to decreased opportunities for class discussion and an increase in the difficulties faced by teachers in the classroom (Chou, 2018).

However, the efficacy of an EMI setting in terms of students' learning outcomes, comprehension of content material, and participation and engagement in the classroom is contingent upon several factors, one of which is the teacher's proficiency in utilizing and conveying the language. The task of teaching content subjects in English within an Indonesian context, where the instructors are non-native English speakers, poses a significant challenge in terms of delivering the lesson in English and facilitating students' comprehension of the instruction in the language. Despite being able to communicate effectively in English, there may often be an absence of pragmatic fluency in lecturers' speech acts, which may impede the communicative purpose (Goh & Foong, 1997; Jin & Cortazzi, 2008).

Additionally, studies have underscored the difficulties that arise from the implementation of EMI in the classroom, specifically in terms of communicative competence and the appropriate utilization of speech acts, for both educators and learners. As highlighted by Nuraini (2015), the inappropriate use of speech acts in Indonesian English as a Foreign Language (EFL) classes can lead to

misunderstandings and impede effective communication. Speech acts, as defined by Dawson and Phelan (2016), are "activities that are carried out purely via the use of words" and serve to convey the speaker's intention or goal. These can include making statements or asking questions, giving commands or orders, refusing, complimenting, apologizing, and more. Critiquing Austin's classification of speech acts (1962), Searle (1976) outlined five forms of illocutionary behaviors have been identified, namely (representatives/assertive, directive, commissive, expressive, and declarative). Assertives are statements that use speech to express the validity or accuracy of a statement to portray a state of circumstances as true or false (example: It is snowing outside). Directives refer to verbal acts that instruct the listener to perform a specific action (example: Please put the book on the table). Commissive bind the speaker to a future course of action (example: I promise this will be worth it). Expressives are those that convey the speaker's emotional or psychological state (example: Congratulation on your promotion!). Declarations are speech acts that, by the act of speaking, cause changes in the external world (example: A judge declares: Case closed).

It is essential to employ various illocutionary behaviors to maintain the conversational flow and promote students' understanding in EMI classroom. Celce-Murcia (2000) posits that the language employed in the classroom impacts the student's learning process and advancement. How students and communicate in a classroom greatly affects how they think, behave, and talk (Waloyo et al., 2023). Active classroom interaction is crucial for effective learning, as communication is primarily constructed through spoken language. Verbal, physical, and gestural interactions between teachers and students are key components of classroom activities (Ratnawati & Romansyah, 2022). Thus, teachers must be equipped with the necessary communicative competencies to effectively facilitate classroom interactions (Johnson & Picciuolo, 2020).

This research aims to analyze the classification of speech acts most frequently used by lecturers in teaching content subjects using EMI and to explore the reasons for the lecturer's preference for certain classifications of speech acts. Despite the significance of communicative competence in the realm of utilizing EMI, there exists a dearth of research that examines the issues of communication among lecturers teaching their respective disciplines in English. Hence, this study devotes to filling a gap in speech act research, especially on speech act classification. Previous research has frequently examined the use of political speeches, advertisements, and EFL classes in primary and secondary education. This study aims to further contribute to the existing literature on speech acts by examining their use in EMI classes. Additionally, this study aims to provide EMI lecturers with a deeper understanding of how the classification of speech acts impacts the classroom process, including the student's performance and learning progress. Hence, the study addressed the following research questions:

1. Which speech acts commonly employed by lecturer when teaching content using EMI?
2. Why do they choose to use these speech acts?

METHOD

This case study aims to examine the speech acts of seven content-subject lecturers who employ English as a medium of instruction in their classrooms. This research is part of case study since the primary objective is to illustrate how the lecturers utilize speech acts during the teaching and learning process. The study of speech acts in the classroom encompasses all verbal utterances utilizing English as the medium of communication in the classroom. Discourse analysis is employed to investigate speech acts in the teaching and learning process. In light of this issue, this research focuses on classroom interactions during the teaching and learning process in four EMI classes, comprising two classes of Biology Education and two classes of Primary Education Department. The selection of lecturers from is based on their implementation of EMI in the classroom, which is attributed to the ICT program.

The selection of four participants was based on certain criteria. First, the participants of this study were instructors who employed EMI for content subjects. Two participants from the Biology Education department represented teachers who had a significant amount of experience utilizing EMI for content subjects. In contrast, the two participants from the Primary Education department were representative of teachers who employed EMI in their content instruction but had limited experience with this mode of instruction. As such, the four participants in this study served as a representative sample of speech acts utilized by EMI teachers. They participated in a workshop that entailed teaching an international class for approximately 15 hours. It is presented on Table 1

Table 1. Participants of the Study

No	Lecturer		Experience in teaching content subjects using English (year)	English Proficiency (TOEFL)	CEFR level *from Language Center data
1	N	Biology	1	513	B2
2	P	Biology	1	477	B2
3	IL	Primary Education	-	460	B1
4	C	Primary Education	-	460	B1

The data collection process involved the recording of two full-length teaching videos of each participant during two sessions, each video lasting between 1-2 hours. Additionally, each participant was interviewed and questioned to confirm various instances of speech acts occurring in the classroom during their instruction. The video data were transcribed by two raters and subsequently analyzed, with the speech acts performed by the teachers during instruction being studied utilizing Searle's five primary classifications of speech acts: assertive, directive, commissive, expressive, and declarative. The categorization of speech acts is determined by the consensus reached between two raters.

The percentage of each speech act classification was quantified, and the data were analyzed and descriptively presented. The data analysis process involved organizing and describing the data into units, synthesizing the information, arranging it into patterns, selecting essential elements for examination, and drawing

conclusions that can be shared with others. Huberman and Miles (2002) posit that the three main activities in analyzing data in qualitative research are data reduction, data display, and conclusion drawing. In this research, the researcher employed various steps to analyze the data on the classifications of speech acts and the dominant classifications utilized by the teachers in the teaching and learning process based on Searle's theory.

FINDINGS

The classification of speech acts employed in this study is based on Searle's classification of speech acts into five categories: declarative, assertive, expressive, directive, and commissive. The researchers identified 217 speech acts articulated by the teacher throughout the class. In terms of the percentage of the five types of speech acts, assertive (42.85%) was found to be the most prevalent, followed by directives (25.8%), expressive (21.65%), and commissive (9.6%).

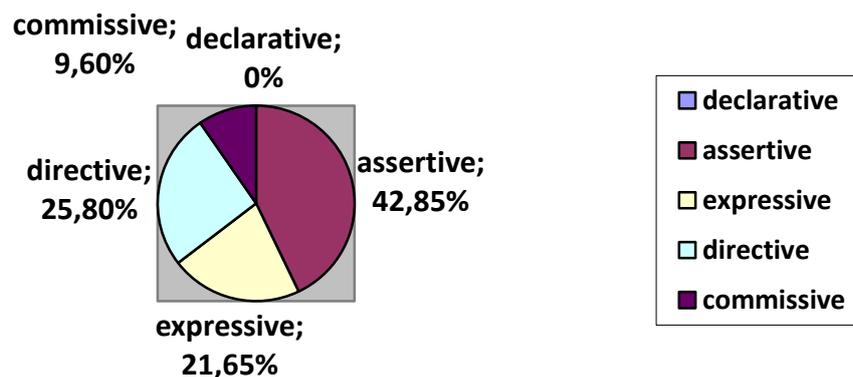


Figure 1. Percentage of Speech Act Classification

Assertive speech acts were found to be among the most commonly utilized by the lecturers during the class. In contrast, declarative speech acts were found to be vastly underutilized. Specifically, it was observed that the teachers did not employ any declarative sentences in the classroom. Consequently, it was concluded that the lecturers employed only four out of the five types of speech acts.

1. Assertive or Representatives (42.85%)

It might be factual statements, claims, conclusions, or descriptions. The speaker uses a representation to make words match the world (of belief), and samples include: affirm, believe, conclude, and report. Also, assertive speech actions dominate the teacher's utterances during the instructional process. An assertive is an illocutionary point that states whether one believes something to be true or false. When speakers describe how things are in the world, they attain an aggressive point (ThoughtCo, 2019). The lecturers' excerpt regarding the assertive speech act is presented in Table 2:

Table 2. Lecturer’s Assertive Speech Act

Lecturer	Frequency	Sample of Lecturers’ utterances
N	32	<i>“Ecology has several definitions, it defines....”</i> <i>“The function of pit land, water carbon in ecology and we continue the system of our government because...”</i>
P	30	<i>“So applied biology is.....”</i> <i>“Biotechnology can improve our life because....”</i>
C	16	<i>“In planning, we must use our imagination, so if you are a teacher must also have good imagination because...”</i> <i>“Learning is.....”</i>
IL	17	<i>“Yes, there are some strategies to make the teaching-learning process in Science fun, first...”</i> <i>“One example of science learning fun strategy is by using several appropriate methods, for example: PBL Inquiry and use media (video, picture)”</i>

Based on the video of teaching-learning observation, the lecturers N and P expressed their assertive because they used an interactive teaching strategy:

- a. At the beginning, they showed relevant videos and encouraged students to brainstorm ideas by implementing inquiry.
- b. Then, they presented the material with interactive PPT
- c. In each slide of their presentation, they checked students’ understanding by asking questions and asking for an opinion
- d. In the mid of teaching activities, the lecturer also asked students to present the relevant topic
- e. At the end of the meeting, lecturers gave a quiz in e-LMA, or students directly answer in quizzes application.

Therefore, there was interaction between teacher and students. Marzano et al. (2003) emphasize that lecturers need to create positive teacher-student interactions in teaching EMI. Furthermore, Evertson and Weinstein (2013) believe that teachers or professors should (3) encourage students’ participation in academic tasks, which can be accomplished through group management techniques (e.g., by establishing rules and classroom procedures, see Marzano et al., 2003). Teachers must (4) encourage students to develop social skills and self-control. Finally, according to Evertson and Weinstein (2013), teachers should be able to (5) use the right strategies to help students with behavioral issues.

However, in C and IL classes, the assertive speech act was not frequently uttered for several reasons:

- a. Lecturers used a student-centered approach, whether a group of students presented the material in PPT in each meeting
- b. After the students presented material, there were questions and answer session both from lecturer and classmates
- c. At the end of the meeting, lecturers highlighted the information needed for material

To sum up, the frequency of assertive speech acts is affected by the method or strategy used by a lecturer in the teaching-learning process.

2. Expressive (21.65%)

Expressive deals with speaking exercises that allow the speaker to communicate how he or she feels. They can express psychological feelings such

as pleasure, pain, preferences, dislikes, joy, and sadness. The four most expressive speaking acts are listed below:

Table 3. Lecturer's Expressive Speech Act

Lecturer	Frequency	Sample of Lecturers' statement (excerpt)
N	16	Thanking <i>Ok thank you for your coming and in good condition as always</i> Praising <i>Ok Awaliyah, thank you for your great explanation,</i> <i>Thank you for the summary or important point based on the video,</i> <i>ok one more, please raise your hand</i> <i>Yes, it is very complete in your opinion.....(explain)</i> <i>waa, thank you, Patricia, that's great,</i> <i>Ok, thank you, Shandie and Patricia, are great,</i> <i>Ok that's good Patricia, yaa, we</i> <i>That's great, I am very satisfied with your explanation</i>
P	15	Thanking <i>Okay thank you all for the participation</i> Praising <i>Ok great thank you lovely, perhaps the other student</i> <i>Wow, very good Neil, what kind of Mold</i> <i>Ok great Neil, thank you, so the application of biotechnology is....</i> <i>thank you, Neil, very good answer</i> <i>Yes very good lovely, so lovely correlate biology with the pandemic</i> <i>today, ok, very good answer</i> <i>Ok thank you Ira, So Biology is important.....explain</i> <i>Ok thank you Ira, good answer, ok, Bu Puji will continue the material</i> Apologizing <i>Sorry perhaps, I will stop our presentation first,</i>
C	8	Thanking <i>Ok, thank you very much for the presentation of the group today, and</i> <i>today, our topic is...</i> Praising <i>Ok thank you Mb Tasya, and Alfina, do you want to add?</i> <i>Ok thank you Arsy, and then, who wants to raise your hands? To add</i> <i>the answer to the question?</i> Apologizing <i>Sorry for last week I didn't give you the material</i>
IL	4	Praising <i>Thank you for the presentation from the third group</i> <i>Thank you, John, great</i> <i>Good answer Dinda</i> Thanking <i>Thank you and see you</i>

The utterances thanking and praising were commonly uttered by all lecturers, and here are the reasons:

N : *"I do like praising and saying thank you to students because it will improve their confidence. Also, besides saying "thank you" I added call their names, for example, "Thank You Awaliyah for your good answer". I think that by call their name, it will make them happy and feel pride that the lecturer noticed them".*

- P : *"I praised them to motivate them in participating also, I say "thank you" because I appreciate them". Also, It is our habit to say it.*
- C : *"to motivate students, I give praising and say "thank you" so, for the next meeting, they will participate more. Also, it can influence other students to be active"*
- IL : *mm, I think by praising and thanking, it can improve engagement between lecturer and students*

While the utterance of apologizing is mentioned when there was a technical problem, such as (a faint voice, unclear screen) or it is as politeness speech. Also, "sorry" is uttered when lecturers make mistakes.

3. Directive (25.8%)

25.8% of the 217 utterances contain directive speech acts words. The lecturer mostly used directives to inquire the students about anything and to request the students to perform. The following are the words of the teacher:

Table 4. Lecturer's Directive Speech Act

Lecturer	Frequency	Sample of Lecturers' statement (excerpt)
N	20	<p>Request/Command <i>Ok now, please give a resume of the video or important ok one more, please raise your hand</i> <i>Ok, please save the summary and I will continue to the 2nd video, then you will see the differences between both videos.</i> <i>Please enjoy the 2nd video</i> <i>Ok that's the 2nd video, please give me a resume or important point based on the video</i></p> <p>Asking <i>How do you feel today?</i> <i>Monic, are you here?</i> <i>So, I will share the YouTube video, could you see this? and could you hear the voice?</i> <i>Is there any question or comment?</i> <i>What is Ecology?</i> <i>What do you think about the content of video?</i></p>
P	15	<p>Command/Request <i>Students, don't forget in e-LMA, there is a posttest, so next meeting you are ready for the posttest,</i> <i>Hello, please turn on your camera,</i> <i>Bu Puji already uploads the article in the Elma, you must finish the assignment make a summary of the article, and collect it tomorrow.</i></p> <p>Advise <i>Neil, could you post your question in the chat room? So I know the sentence what do you mean?</i></p> <p>Asking <i>Hello class, how are you today?</i> <i>Anyone knows what the meaning of applied biology?</i> <i>Perhaps lovely, what is applied biology?</i> <i>Anyone knows about the different microscope electron, stem, and stem?</i> <i>Ok perhaps Neil? Or Selly, Sjeng, Elly?</i></p>

		<p>Anyone knows, what penicillin is produced from? Does anyone know? <i>Ok, how biotechnology can improve our life? Maybe perhaps one of you can answer it, please give your opinion about this., ok, I'm waiting</i> <i>Ok, the other students? Perhaps you can give an opinion about this.</i> <i>Perhaps one of you wants to ask about our course today?</i> <i>Perhaps any questions? I'm ready to answer</i> <i>Do you know what Bu Puji means?</i> <i>Ok, students, anyone else asks for material today?</i> <i>Ok, How is the weather in the Philippines today?</i> <i>Sorry perhaps, I will stop our presentation first, because it is the Adzan, is it okay? If we continue 5 minutes again (later)</i> <i>Ok, that's all my material today, any questions?</i></p>
C	10	<p>Asking <i>Ok thank you mb Tasya, and Rahmat,, do you want to add?</i> <i>Ok, thank you Arsy, and then, who wants to raise your hands?</i> <i>To add the answer to the question?</i> <i>Ok, maybe ee...you want to ask, or any question, how about your final product?</i> <i>That is the last question. Yes?</i> <i>For today, any questions?</i></p> <p>Advise <i>Or maybe you can text me in WA if you have any difficult creating your product.</i> <i>You can start now, to do your project</i></p> <p>Command <i>Please show me your product</i></p>
IL	11	<p>Asking <i>How are you today?</i> <i>what is Science activity in elementary school</i> <i>Ok, are you have a question? About the topic of the course?</i> <i>Nothing?</i> <i>To make science learning fun, what do you bran to science learning?</i> <i>Can you give an example of the activity? Science learning?</i> <i>How to make or produce, okay, and then from Indonesia, one of them to state how to make learning science more fun. Can you describe it? From Indonesia?</i></p> <p>Command <i>Please sign in in e-LMA and download the material</i></p>

Based on the observation, the frequency of lecturer N, P, C, and IL in uttering directives is similar to assertive whether lecturer N and P were used to state commanding, asking, and advising in the teaching-learning process. It has been stated before that both used various teaching strategies and techniques. Therefore, they asked and commanded frequently. While lecturers CK and IL, due to limited interaction, only focused on material after a small discussion, ended the meeting.

4. Commissive (9.6%)

Commissive is the least highlighted by the teacher when instructing. Commissive are verbal acts that speakers employ to commit themselves to future actions. They convey the speaker's intention. They are promises, threats, refusals, and pledges that can be executed by the speaker alone or as part of a group. The teacher only stated two utterances having commissure essence; hence the

proportion is just 9.6% out of 100%. The following are examples of commissive speaking acts:

Table 5. Lecturer’s Commissive Speech Act

Lecturer	Frequency	Sample of Lecturers’ statement (excerpt)
N	5	<i>Every participation will give a point Next meeting one of you show the culture in each country before class started</i>
P	8	<i>Next meeting Bu Puji will continue, the application of bio in agriculture, Don’t forget in e-LMA, there is a posttest, so next meeting you are ready for the posttest, Ok if there is no question, Bu Puji will end the meeting.</i>
C	4	<i>At the 15th meeting, which is not a virtual meeting (GMEET) you can upload your progress on the final product in e-LMA. And in the sixteenth meeting, the last meeting, you show me your product</i>
IL	4	<i>For the next meeting, I will divide the class into five groups Next meeting, there will be a discussion in e-LMA, so all of you must participate and at least give one comment or opinion.</i>

Lecturers did not frequently utter the commissive because it is usually stated at the end of classroom activities to remind them what they must do for the upcoming meeting.

DISCUSSION

Based on the findings of the interviews and observations, all lecturers acknowledged being oblivious to their teaching utterances. As revealed during the interview, the statements spoken in the teaching and learning procedures are primarily rooted in their pedagogical know-how and prior participation in workshops, particularly those aimed at facilitating preparations for international classes. Notwithstanding their efforts to prepare teaching content using EMI at the preparation stage, the lecturers struggled to engage in the interactive discourse during the teaching-learning process (implementation stage). It is in line with previous studies (Hu & Lei, 2014; Lo & Macaro, 2012; Setoningsih, 2021) that although the lecturers in the EMI program had received graduate training and thus EMI in Anglo-American universities, their communicative English competence was deemed to be less than ideal. They are supposed to deliver the lesson to the students) and read (understand the textbooks used in the classroom) in English. The teachers who participated in the study, particularly those who taught science and math, reported experiencing challenges in selecting the most appropriate and communicative language for their instructional methods. They discovered that they were unable to adequately present instructional content in real oral English in a spontaneous, interactive, and conversational way as a result of their focus on the textbook or other source-based topics. An et al. (2021) added that the use of English might lead to more monologue teaching. Therefore, no wonder that the four lecturers commonly used the Assertive types in teaching at EMI classrooms.

The four lecturers in this study primarily relied on delivering content through PowerPoint presentations due to their focus on ensuring the delivery of the

material. They have yet to implement a constructivist approach suitable for HE students. Two of them admitted in the interview that they had never used EMI before, which caused them to put more emphasis on the delivery of the subject. This is consistent with their lack of communicative competence in English. The success of EMI classes is determined by whether the lecturer can effectively deliver the material in English. Of four lecturers, two lecturers from the Biology education department are better at interacting in classes. The data showed that lecturers N and P had better communicative competence in teaching and were able to engage students through their proficiency in English and mastery of the material. Conversely, lecturers C and IL, who were new to teaching EMI classes, primarily relied on having students present material and provided feedback afterward, resulting in limited interaction due to their lack of proficiency in English. This corroborates the findings of Novitasari et al. (2022) that the teachers should be very well-versed in the subject matter and possess a thorough understanding of it in addition to having a superb command of English as the teaching language. There is pressure on teachers to find ways to include these well-established skills in the lessons (Utami & Sulistyningrum, 2022).

Additionally, the adoption of diverse teaching strategies can significantly impact students' participation and feedback. As seen in the observation videos, in classes led by N and P, students were highly engaged and participated actively. Conversely, in classes led by C and IL, students appeared disinterested, as the lecturers primarily focused on presentations and did not encourage participation. Following the presentation, there were no questions from the students during the Q&A session, and the lecturer did not make an effort to engage them. Finally, the lecturer provided supplementary information on the material. Therefore, based on the video's observation of teaching learning process at EMI classes, it is assumed that lecturers used Assertive utterances because they were more focused on delivering content to the students.

The result of speech act classification in the EMI setting contradicts with EFL classroom of Idris et al. (2023) that lecturer commonly used directive utterances because they want to invite students to be more active. It is in line with Basra & Thoyyibah (2017) that directive speech acts are the preferred method in EFL classrooms to encourage students' productive skills and it is an effort to implement Communicative Language Teaching method. Also, Cklopaking (2020) revealed that directive utterances used by lecturer to facilitate students to communicate actively at classroom. Then, Sari et al. (2021) implied that directive utterances has purpose to involve students in the discussion and assist the lecturer in measuring students' understanding of the course contents. Prihartini and Buska (2020) has established that directive utterances were mostly used because the role of lecturer is as facilitator and coordinator of the class.

Furthermore, this study found that lecturers in EMI classes also frequently use expressions of thanks and praise to motivate student participation because they want to engage students and get closer to students, which is in contrast to the findings of Basra & Thoyyibah (2017) that expressive speech acts are used only 6% of the time during class because the EFL teachers focus on directive speech acts whether the teacher asked students to talk more and to carry out the principle of Communicative Language Teaching. Qadir and Riloff (2011) categorized expressive

essence utterances based on signaling signals such as thanking, apologizing, rejoicing, condoling, mourning, praising, and welcoming. Emotional/expressive utterances are any communication in which the speaker is emotionally involved, and formative words are utilized (Beijer,2003). In addition, assertive utterance is the highest percentage because the lecturers used teacher-centered method whether they presented their material. Then it is followed by directive utterances as the second place because in the teaching learning process, after the lecturers explained the material, they tried to invite students to ask questions or give feedback or input. As stated by Qadir & Riloff (2011), directives are utterances that carry the force or desire to ask, order, command, request, beg, plead, implore, entreat, invite, permit, advise, dare, defy, and challenge.

The study's findings indicate that the types of speech employed by instructors serve a distinct purpose. Utilizing speech acts appropriately promotes an efficient learning experience. Therefore, it is recommended that educators and organizations overseeing EMI programs give communicative competence top priority to enhance the quality and outcomes of learning.

CONCLUSION

The current study examined the classification of speech acts used by teachers in EMI classes, the rationale for their use, and the implications of the findings. The analysis reveals four categories of speech acts. The total number of utterances made by the teachers during a single teaching session is 217, with assertive speech acts being the most prevalent, constituting 42.85% of all utterances. Directive speech acts constitute 25.8%, expressive speech acts constitute 21.65%, and commissive speech acts constitute 9.6%. The use of assertive speech act imply that it will assist students in comprehending the content. They also acknowledged that EMI classes can be challenging, given that not all students possess strong English competence. Therefore, to enhance the quality and learning outcomes, it is advisable for the institution responsible for the EMI preparation program to prioritize the instruction of teaching strategies and communicative competence.

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