



## Analysis of speech acts of teachers and blind students in learning interactions

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### Abstract

The role of teachers as supervisors differs from the large number of students who have problems. Learning is also said to be the process of providing guidance or assistance to students in carrying out the learning process. Of course, there are many differences in learning, such as students who are able to digest subject matter quickly and students who are slow to digest subject matter. The relationship between teachers and students has a big impact on the effect of learning. The author presents data in accordance with the results of research that has been carried out. The researcher obtained data about teacher speech in interacting with students in grades III and VI at SLB. The author presents the data in accordance with the results of the research. The researcher obtained data on teachers' speech when interacting with students in grades III and VI of SLB for visually impaired students. The purpose of this study is to describe the types of speech in interactions between teachers and students in grades III and VI of SLB for visually impaired students. Research was conducted through direct observation and interviews. The research results show that the forms of teacher and student speech are the ones most frequently used by teachers and students when interacting in class. Teachers use locution in their communication with students both during lessons and outside lessons. Teachers also use illocutions in an effort to encourage students to understand and do.

**Keywords:** Effectiveness, interaction, learning

### Introduction

According to Ratnasari (2019), learning is a process of teaching and learning activities which also influences student learning success. During this process, there will be reciprocal activities between teachers and students to achieve better goals. Apart from that, learning is also defined as the process of guiding or helping students in the learning process. Teachers are different from the many students who have problems with learning because there are many differences in learning, including students who are able to understand the subject matter well and students who are slow to understand the subject matter well. By considering these two differences, teachers can develop strategies to help students learn.

The goal of language education for teachers is to be able to understand language according to Enhanced Spelling (EYD) so that it is easy for students to understand. The relationship between teachers and students is reflected in the use of language in learning interactions. The language used at each level of education differs according to student development. Kindergarten teachers don't talk the same as elementary school teachers; teachers in elementary school don't talk the same as teachers in junior high school; etc. Depending on the context of the discussion, the speech that teachers use in class has different aims and objectives. In interactions with students, teachers can ask them to clear the board, but indirectly. The teacher acts as a speaker, and students act as speaking partners. Interaction results from communication between the speaker and the speaking partner, but the speaker's speech sometimes has a different perception from the speaking partner.

Fitriana, Rakhmawati, and Waluyo (2020) <sup>[5]</sup> demonstrated that in learning Indonesian at SMA Negeri 1 Karanganyar, class X Science 1 and class X Science 2 there were several

types of speech acts. Speech acts include speech, illocutionary and perlocutionary. Conversations between teachers and students are influenced by many things, including the speaker (teacher), purpose, situation, context (other participants, culture, atmosphere), oral or written path, media (face to face, telephone, letter), and events (conversation, lectures, ceremonies).

Puspitasari's (2020) <sup>[9]</sup> research results show that teacher speaking has five (five) forms and roles in learning. Perlocutive, representative, directive, commissive, and expressive speech acts are all included. Perlocutive speech includes praising and making statements, while representative speech only makes statements. Directive speech, directive acts include orders, requests, advice, and prohibitions. Commissive speech, commissive acts include promises, threats, and excuses.

Susilowati and Nurhadi (2024) <sup>[10]</sup> found several interesting findings regarding the language implementation of children with Down syndrome in learning interactions at SPLB C YPLB Bandung City. First, this study found that children with Down syndrome use three classifications of illocutionary speech in learning interactions. This shows that children with Down syndrome more often use speech, namely statements, invitations, or orders when interacting during learning, with 47 speeches (69.1%) followed by directive act speech with 19 speeches (28%), and expressive speech. speech acts were 2 speeches (2.9%). Furthermore, this study found that three children with Down syndrome faced speech barriers when learning interactions. These obstacles include deletion of phonemes in 23 utterances (69.7%), replacement of phonemes in 8 utterances (24.2%), and unclear words in 2 utterances (6.1%). These obstacles affect the speech they produce, making their speech incomplete.

In this research, the speaking abilities of teachers and students in learning interactions in SLB have different backgrounds, starting from the region of origin to the language used in speaking interactions. These differences make it a significant contribution to a deeper understanding of the dynamics of speech and language problems in learning contexts, both in general education and special education settings. Therefore, researchers are interested in conducting research called "Analysis of Teacher and Student Speech Actions in Learning Interactions." Apart from that, they were interested in conducting this research because not much research of this kind has been done, especially when it comes to interactions between teachers and students in the learning process in the classroom.

**Research Methods**

This research uses a qualitative approach to study and analyze data based on real findings. After that, the results are presented descriptively. Descriptive methods are used to investigate the current status of a human group, object, set of conditions, system of thought, or class of events. In this research, two Indonesian teachers and four students as research informants collected data on the forms and types of teacher and student speech in learning interactions at SLB. The teaching speech of teachers and students in SLB is the basis for the data source for this research, which is collected in the form of words or sentences that reflect the speech patterns and forms seen in the teaching speech. Speech-based words and phrases are captured during teaching and

during verbal exchanges between teachers and students. According to Sugiyono (2017), data analysis is the process of systematically searching and organizing data so that it can be understood, organized, elaborated into units, arranged into patterns, and selected for interests and non-interests. It also involves interpreting data and drawing conclusions about the findings. Two data collection methods were used in this research: recorded interviews and observation techniques.

**Results And Discussion**

**1. Speech Forms in the Interaction of Teachers and Students in Class III and Class VI with Visual Impairments in SLB**

Teachers and students must communicate during the learning process. To communicate in this way, the instructor must speak or use the language in class. Depending on the context of the debate, teachers' speeches serve different purposes. The number of research informants included two Indonesian language teachers, two class III students with visual impairments, according to research that had been conducted.

**a. Locution**

This is the act of informing something with words or sentences regardless of the purpose or function of the utterance. Below we will present locution data from the results of research conducted in class III for the blind.

**Table 1:** Class III locution data for the Blind

Technique	Time	Place
Listen and Take Notes	Day:Thursday, O'clock:09.35WIB, Date:January 11, 2024	ClassroomIII (Blind)
Display of Observation Results G1: "Now listen and answer your question, okay?" (the teacher informs all students that he will ask questions for students to answer) S1: "Yes ma'am", S1: "Ma'am, try repeating the question again, I didn't hear you ma'am" G1: "So try to listen carefully so you don't repeat the question." "S1: "Yes, ma'am". G.1: "I repeat this once again, listen carefully, everyone." Can you hear? S2: Student: "listen"		

Based on researchers' observations in class III (Blindly Impaired), there were locutionary speech acts carried out by teachers and students. G1's utterance "Now listen and answer your question, mother," to the students and the students will prepare to answer, shows a form of locution because the teacher doesn't mean anything, just tells the students to listen to the question. S1's speech which said "Ma'am, try again the question!" is a locutionary speech act. Because the students didn't mean anything, they just asked the teacher to repeat the question again. S2 gave a "listen" response when the teacher asked the class if they could hear their mother, which encouraged the speech. The student's "listen" response is a kind of locutionary speech intended to enlighten the other speaker. The purpose of this speech is to inform the instructor that the students are aware that they may hear the teacher speaking, and that their sole purpose is to respond to the questions the teacher is asking. The significance of the speech that has been delivered is strengthened by the following findings from the researcher's interview with the third grade Indonesian language teacher. "Yes, there was no intention, ma'am, I just told the students

that I would ask them." The meaning of the speech that has been presented is further emphasized by the following findings from the researcher's interviews with class III students. "Yes, there was no intention, ma'am, I just conveyed it." Based on the presentation of the results of the researcher's observations in class III (Blindly Impaired) in the table above, it has been found that the form of locutionary speech in class III for the Blind has been carried out by teachers and students. Below we will present locution data from the results of research carried out in class VI of the blind. One of the locutionary speech acts shows that the teacher conveys information without a clear understanding of its meaning. After the lesson explanation, the teacher asks the class, "Understand?" before the speech takes place. The teacher asks the class if they understand the explanation that has been given to them using the "Got it?" speech. The speaker just wants to make sure the students get the explanation given by asking them. When a student suggests to a friend that they read a short narrative, the speech begins. A speech by S3 says, "Hey, S4! The phrase "Tell me the short story!"

is used by Locution. S3 simply instructed his friend to tell the short story he made up because he had nothing else to do.

One example of Locutionary speech is found in S4's statement, "I don't want to tell the short story, the others listen to it!" S4 just wanted to share a short, made-up narrative because he had nothing else to say. The results of an interview with an Indonesian language teacher who taught class VI, which focused on the meaning of his speech—which went something like this: "Yes, there was no intention, ma'am, I just told the students that I would ask them"—support this.

The researcher's aim to convey the following message in his speech was further strengthened by the findings of interviews he conducted with sixth grade students. "Yes, there was no intention, ma'am, I just conveyed it." Which leads to the conclusion that both teachers and students in class VI for the Blind have implemented locutionary forms of speech.

**b. Illocution**

The activity that precedes the locution is known as illocution. Illocution is a term used to discuss the role, function, or power of speech in more detail and to ask about the reasons behind the speech. Illocutionary data from class III (blind) research findings will be explained in the following section. Researchers looked at illocutionary speech acts in class III (blind) classes. This shows that the teacher expresses speech with certain goals and intentions. Speech G1 "Do you want to take a plane? You have to study diligently to get on a plane later, the teacher said, implying that students should study hard to get on a plane whenever

they want. This shows that the educator expresses this statement with a specific purpose and motive. S1's utterance "Buk, the time is up now" is included in the illocutionary utterance. This shows that S1 has a specific aim and purpose in uttering this utterance. S1 intends that the teaching hour can be finished in the illocutionary utterance. This shows that S2 has a specific aim and intention in uttering this utterance. S2 means that the mother does not give homework.

The results of the interview also showed something similar, regarding why the Indonesian language teacher told all students about whether they wanted to fly on a plane and that they had to study diligently if they wanted to achieve their wish. This statement was made so that students would be diligent and not lazy about studying. The results of the interview are as follows. "Well, let the other (students) be diligent and enthusiastic about learning, ma'am. "The students really want to go on a plane, so my command sentence telling them to study so they can go on a plane like they want will motivate them to study hard if they want to go on a plane."

This is also supported by the students' answers which were written by the researchers when carrying out the research, namely as follows that they had certain goals and purposes in expressing these utterances.

Based on the presentation of the results of the researcher's observations in class III (the Blind), it has been found that the form of illocutionary speech in class III for the Blind has been carried out by teachers and students. Below we will present illocutionary data from the results of research conducted in class VI (blind).

**Table 2:** Illocutionary data for class VI Blind

Technique	Time	Place
Listen and Take Notes	Day:Thursday, O'clock:09.35WIB, Date:January 11, 2024	Class VI (blind)
ExposureObservation Results:		
G2: "Next week we will have an exam on short stories!"		
S3: Boom, next week we have a schedule to go to the library!		
S4: Mum, today S4 is the one who tells the short story, right?		

In class VI (Visually Impaired), the researcher observed that the teacher had a specific goal and intention when expressing the speech. This observation led to the discovery of an act of illocution speech, which clarifies the teacher's purposes and intentions.

G2 said "next week we will have an exam on short stories!" included in illocutionary speech. This shows that G2 has a specific aim and purpose in making this speech which means that the teacher is asking students to study diligently so that they can answer the exam next week. S3's words "Ma'am, next week we have a schedule to go to the library!" included in illocutionary speech. This shows that S4 has a specific aim and purpose in telling this statement, namely so that next week he will not be ready for the exam. S4's speech "Buk today S4 is the one who tells the short story!" included in illocutionary speech. This shows that S4 has a certain aim and purpose in conveying this speech, which means that S4 is not ready to tell the short story and should not be asked to come forward.

The interview results also showed something similar, regarding why teachers

Indonesian says it like that because the teacher has a specific aim and purpose in making the speech. This is also supported by the results of student interviews, regarding why students told the teacher. The results of the interviews also showed something similar, regarding why students said things to the teacher because students had certain goals and purposes in making these statements. Based on the presentation of the results of the researcher's observations in class VI (Blindly Impaired) in the table above, it has been found that the form of illocutionary speech in class VI with the Blind has been carried out by teachers and students.

**c. Perlocution**

Saying something and then acting upon it is called perlocution. Perlocution results in an effect or outcome, ie, the effect or consequence of the expression has on the listener based on the circumstances surrounding the sentence's pronunciation. Perlocution data from studies conducted in grade III visually impaired individuals will be shown in the following.

**Table 3:** Class III Perlocution Data for the Blind

Technique	Time	Place
Listen and take notes	Day: Thursday Time: 09.35 WIB Date: January 11, 2024	Class III (Visually Impaired)
Display of Observation Results: G1: "Do your children know doctors? Well, doctors work to cure diseases, so if you want to become a doctor, study diligently so that your dreams come true." S1: "Yes, ma'am" G1 ; "Okay, now let's study," who knows other types of professions besides doctors S1: Police, bro, the police's job is to protect us from crime S2: Teachers are like mothers, their job is to make us smart G1 : Very good answer Data means students understand what the teacher explains		

Teachers and students produce effects or results, namely the effects caused by expressions on listeners, according to the situation and conditions of sentence pronunciation, based on the researcher's observation of the results of class III (blind) interactions in the classroom. In this context, "physician" refers to members of the medical community who play an important role in maintaining public health. Speech by G1 as a "doctor" This shows that G1 is trying to convey a certain message when giving the speech, namely that becoming a doctor requires a lot of research.

S1's words "Police thump, the police's job is to protect us from crime!" included in locutionary speech. This shows that S1 understands what is explained about the profession, S1's words "Teachers are like mothers. His job is to make us smart" including in perlocutionary utterances. This shows that S2 understands what is explained about the profession. This is supported by the results of interviews with class teachers regarding the meaning of these utterances. "Yes, ma'am, according to the doctor's explanation, everyone has dreams, including the students here. So I give a picture of a doctor so if they want to become a doctor they have to study hard."

Based on the data that has been found, the form of perlocutionary speech in class III for the Blind has been carried out by teachers and students. Below we will present perlocutionary data from the results of research conducted in class VI for the blind. G2's utterance "Well, that's what the short story says" is included in the perlocutionary utterance. This shows that the perlocution in the data is that students understand what is explained by the teacher. S3's statement "his short story is entitled teachers are the greatest heroes" is included in the perlocutionary speech. This shows that students understand what the teacher explains.

The S4 utterance "the short story is entitled teachers are the greatest heroes" is included in the perlocutionary utterance.

This shows that students understand what the teacher explains. Based on the data that has been found, the form of perlocutionary speech in class III for the Blind has been carried out by teachers and students.

**2. Types of Speech in the Interaction of Teachers and Students in Class III for the Blind at SLB Negeri Banda Aceh**

**a. Commissive**

Speaking in a way that requires the speaker to do all he says in his speech is known as compliant speaking. Speaking in a way that the speaker understands to obligate him to future acts is known as being compliant. The class III observation findings provide the following evidence for this.

The remarks made by G1 "If you can answer your question, you can eat and rest." demonstrates that the speaker backs up his claims, and it is a form of commissive communication since the speaker understands the speech act to obligate him to do so in the future. The speech spoken by S1 "my mother can answer your question, mother, about professions for example" proves that the speaker proves his words and this type of sentence is a type of commissive speech because the speech act is understood by the speaker to bind himself to actions that will come in the future. The speech uttered by S2 "No, I want to study to become a police officer" proves that the speaker proves his words and this type of sentence is a type of commissive speech because it is a speech act that is understood by the speaker to bind himself to future actions.

Based on the results of data in class III for the Blind, it was found that this type of commissive speech was carried out by teachers and students. Below we will present data on the types of commissive speech from the results of research conducted in class VI for the blind.

**Table 4:** Data on types of commissive speech from research results for class VI of the Blind

Technique	Time	Place
Listen and Record	Day: Thursday, O'clock: 09.30 WIB, Date: January 11, 2024	Class VI (Visually Impaired)
Display of Observation Results: G2: "Those who can answer your questions will get added value." S3: "Yes ma'am, I want to answer ma'am." S4: "No, I want to write a good short story so I can get good grades"		

The speech spoken by G2 "those who can answer your question will get added value," proves that the speaker proves his words and is a type of commissive speech because it is a speech act that is understood by the speaker to bind himself to future actions. The speech spoken by S3 "yes ma'am, I want to answer ma'am" is a type of commissive speech because it is a speech act that is understood by the speaker to bind himself to future actions.

The speech spoken by S4 "I want to write a good short story so I can get good grades" is a type of commissive speech because it is a speech act that is understood by the speaker to commit himself to future actions. Good short stories get good marks. Based on the results of data in class VI for the Blind, it has been found that the type of commissive speech in class VI for the Blind has been carried out by teachers and students.

**b. Declarative**

Declarative speech is communication that has the speaker's intention of creating something new (status, circumstances, etc.). Speech intended to impress, decide, cancel, forbid, grant, allow, classify, lift, excuse, forgive, and so on is included in this category. The class III observation findings provide the following evidence for this.

The words spoken by GI: "Those who don't answer and continue talking to themselves will be punished by being late for their meal break." This is a type of declarative speech because the speaker is making a declaration to punish students if they do not do and answer the questions given. The statement uttered by SI "S2, keep doing what mother told you, don't say any more" is a type of declarative speech because the speaker is making a declarative statement to forbid his friend from speaking. The speech spoken by S2 "I'm sorry, S2" is a type of declarative speech because the speaker is making a declarative statement to apologize to the teacher. Based on the results of data in class III for the Blind, it was found that the type of declarative speech used by teachers and students. Below we will present data on the type of declarative speech from the results of research conducted in class VI for the blind.

The words spoken by G2 "Everyone tells the short story, those who don't tell it have no additional value." including the type of declarative speech because the speaker is doing declarative speech because G2 punishes students who are not ready to tell short stories. The speech spoken by S3: "S4, don't speak softly, don't tell the short story" is a type of declarative speech because the speaker forbade his friend to tell the story in a low voice. The speech spoken by S4 "let S4 tell the short story" is a type of declarative speech because the teacher allows S4 to tell the short story. Based on the results of data in class VI for the Blind, it was found that the type of declarative speech in class VI for the Blind was carried out by teachers and students.

**c. Directive**

This type of speech includes speech of asking, inviting, coercing, suggesting, urging, instructing, collecting, commanding, urging, begging, challenging, giving signals. This can be proven from the results of class III observations, as follows. The speech is included in the type of directive speech, namely speech uttered by the speaker so that the speech partner carries out what the speaker says. The inner speech spoken by G1 "Try to listen carefully to what you are explaining, we are studying seriously" is included in the type of directive speech, namely speech uttered by the speaker so that the interlocutor carries out what the speaker says. Speech spoken by G1: now follow what you read, okay? included in the type of directive speech, namely speech uttered by the speaker so that the speech partner carries out what the speaker says. The words spoken by S1, come on, S2, let's just be police! included in the type of directive speech, namely speech uttered by the speaker inviting the speech partner to carry out what the speaker says. The speech spoken by G1: "Son, if you want to be a

police officer, a doctor must study diligently," is included in the type of directive speech, namely speech that gives commands to the interlocutor. This can be proven from the results of observations of teachers and students as follows, namely direct command speech to the target made by the teacher to students. The teacher's speech is accompanied by arguments/reasons so that students listen to what the teacher says.

Based on the results of data in class III for the Blind, it was found that the type of directive speech was carried out by teachers and students. Below we will present data on types of directive speech from the results of research conducted in class VI of the blind. This type of speech act between teachers and students falls into the category of directive speech because the speaker uses his speech to take appropriate action. Specifically, the speaker gives direct orders to students, indicating that students do not obey the teacher and act on their own initiative in class. There is a reason or justification for children to put away their bags after the teacher's lecture.

Speech G2 "The children are sitting well" falls into the category of directive speech because it is delivered by the speaker to carry out the appropriate activity in the speech—that is, to give direct instructions about what the instructor should do for the students. The speech made by S3 "S4 first told a short story" is included in the category of directive speech because it is delivered by the speaker in order to carry out appropriate activities in the speech, especially speeches that give direct orders to the student's instructor. The statement made by S4 "Mom, your voice is not clear; It can be said again, but this kind of speech falls into the category of directive speech, which is a speech given by the speaker with the intention that the interlocutor does as instructed. Speech made by G2 about "The children look after their bags first" is included in the category of directive speech because it is appropriate and instructs students directly about what the teacher should do. The speech spoken by S4: "Mother asked to borrow her pen first" is included in the type of directive speech. namely the speech uttered by the speaker so that the interlocutor carries out what the speaker says. This is supported by an interview with the student with the initials S4, as follows: "Ma'am, your voice is not clear."

Based on the answers or sentences given by the students above, it can be proven that everything the speaker says must be carried out by the speaker. Based on the results of data in class III for the Blind, it was found that the type of directive speech in class III for the Blind was carried out by teachers and students.

**d. Expressive**

Speaking in an expressive way means that one partner is speaking in order to put psychological pressure on the other. Examples of this type of speech include being glad, feeling guilty or humiliated, thanking, complaining, congratulating, flattering, praising, criticizing, and so forth. The class III observation findings provide the following evidence for this.

**Table 5.** Data on types of expressive speech from research results for class III of the Blind

Technique	Time	Place
Listen and Record	Day: Thursday O'clock: 09.30 WIB Date: January 11, 2024	Class III (Blind)
Display of Observation Results:		
G1: "It's been said before, when you're studying, don't discuss anything else first. Then you won't focus on studying." (The teacher says this when students chat about other topics during the learning process).		
S1: "He's not sorry, we were at fault ma'am."		
S2: "He's not, S1 has been busy talking since earlier."		

In the table above, it is proven that students have spoken expressive types of speech. The words spoken by G1 "I've already said it, when you're studying, don't discuss anything else first. Later, the learning will not focus on expressive speech because the speech reprimands the student who is speaking.

The speech spoken by S1, he is not sorry, we are guilty, ma'am, is included in the type of expressive speech because S1 feels guilty. The speech spoken by S2 was not, S1 was busy talking, so it has been included in the type of expressive speech because S2 blamed his friend for speaking. Speech about feeling guilty is included in the expressive type of speech. This is supported by the results of interviews with students, as follows. "I have a new toy, it's exciting that daddy just bought it."

Based on the sentence above, the speaker has the intention of telling other students that he has an exciting new toy that his parents bought him during class, so the teacher reprimands him so that he feels guilty and doesn't do it again and this speech is an expressive type of speech because he feels happy to have it. new toys. Based on the results of data in class III for the Blind, it was found that expressive speech types were carried out by teachers and students.

Below we will present data on types of expressive speech from the results of research conducted in class VI for the blind. The speech spoken by G2 "the short story is really good" is included in expressive speech because G2's speech praised his students who had prepared their short stories. Speeches of praise are included in the type of expressive speech.

The speech spoken by S4, he said, thank you, mother, is included in the type of expressive speech because S4's speech is included in the speech of thanks. Saying thanks is included in the type of expressive speech. The speech spoken by S3's mother, my short story is not good, is included in the type of expressive speech because S3's speech is complaining that the novel is not good. Complaining speech is included in the type of expressive speech. The speech spoken by G2 "S4's short story is also good" is included in expressive speech because G2's speech praises his students. Speeches of praise are included in the type of expressive speech. The speech spoken by G2 "the short story S4 is also good" is included in expressive speech because in G2's speech all the clever mothers' children praise their students. Speeches of praise are included in the type of expressive speech. Based on the results of data in class VI for the Blind, it was found that expressive speech types were carried out by teachers and students.

#### **e. Representative**

The quality of representation that ties a speaker to the veracity of his words is called representativeness. This

representative speech aims to communicate this using verifiable facts. The class III observation findings provide the following evidence for this. This speech is included in the type of representative speech, because the speaker conveys this based on the truth. The statement spoken by S1 "Four times four is the same as four plus four plus four plus four. The number four is four. The same as sixteen" is included in the type of representative speech, because the speaker conveys this based on the truth.

The speech said by S1 "two plus two equals four" is included in the type of representative speech, because the speaker said this based on the truth. The speech said by S2 "The 4th President of the Republic of Indonesia" is included in the type of representative speech, because the speaker said this based on the truth. This is supported by the results of interviews with resource persons, as follows. "If the material is theoretical, it still has to be explained to students so that they understand better. "Even though the current curriculum requires students to be more active than teachers, teachers still have to provide appropriate and in-depth explanations of theory for students like them."

Based on the informant's answers, it can be proven that the speaker carries out what has been said to his students so that it is said to be a type of representative speech act. From the results of the data in class III for the Blind, it was found that the type of Representative speech was carried out by teachers and students.

Below we will present data on the type of representative speech from the results of class VI observations, as follows: G2's statement "a short story is a short story" is included in the type of representative speech, because the speaker conveys this based on the truth. S3's speech "I wrote a short story about my father being the head of the family" is included in the type of representative speech, because the speaker conveys this based on the truth. The speech "We like to ride rickshaws with three wheels" is included in the type of representative speech, because the speaker conveys this based on the truth. From the results of the data in class VI for the Blind, it was found that the type of Representative speech was carried out by teachers and students.

#### **Discussion**

##### **1. Forms of Speech in the Interaction of Teachers and Students in Class III for the Blind and at the Banda Aceh State Special School**

Pragmatics is not excluded in everyday life. Pragmatics always plays a role in what we say. Likewise, in educational settings, all interactions between instructors and students, as well as between teachers and other educators, require the inclusion of pragmatic studies. This is consistent with what Leech (1989: 104) says: "It is very challenging to dispute the importance of the context of language use after meaning has been recognized as an important component of language because meaning always depends on the context in which it is used.

Pragmatics is the study of "unseen" meaning, or how humans understand meaning even when it is not expressed or written down, to use a variety of definitions. Even when the pairs are the same, each syllable expressed by one speaker is different from the other. This is due to the circumstances, environment, and tone of the speaker during pronunciation. Research shows that when conversation partners and speakers engage in pragmatic behavior, they are not aware of it. Questions, commands, and requests made directly by the speaker can all be received and accepted by the speaking partner, ultimately changing all of the speaker's actions.

Research findings on how students and teachers talk during interactions during learning at the Banda Aceh State Special School. Teachers and students use this kind of speech. This research found that during learning interactions at the Banda Aceh State Special School, teachers and students used

locutionary, illocutionary and perlocutionary speaking styles. Three common speech patterns are illocutionary, perlocutionary, and locutionary. Locution occurs when a teacher uses a phrase or sentence to tell students about something without considering the purpose or function of the speech. The teacher does this with the intention that students follow the speaker's instructions and are influenced psychologically to think more logically.

Illocutions are verbal actions that realize the intent and purpose of speaking. While the effect or influence (percussive force) created by teaching anything is called perlocutionary, the question asked regarding illocutionary acts now is "what is the purpose for which the speech is performed" rather than "what is the meaning of the speech?" Speech has the potential to have unintended or intentional effects on listeners. Speech acts whose instructions are intended to have a psychological impact on the speaking partner. However, because speakers will use locutionary speech without first consulting their interlocutor, it is not as obvious.

The research "Illocution and Perlocution in Indonesian Language Learning Activities for Class XI Students of SMA Negeri 3 Tangerang City" by Puji Ayu Lestari (2019) is comparable. Teachers only use illocutionary speech in classroom learning interactions, according to research findings. Dyah Puspitasari (2020) <sup>[9]</sup> Teacher speech acts in Indonesian language learning in class VII MTSN 4 Palu conducted similar research. The findings of this research indicate that teachers exclusively use perlocutive forms of speech—representative, directive, commissioner, and expressive types—during classroom learning interactions. There is variation in the forms of speech that teachers and students use when engaging in class, according to previous research findings connected to this study. In this research, the types of speech used in learning interactions by teachers and students include locution, illocution, and perlocution.

## 2. Types of Speech in Teacher and Student Interaction in class III and Class VI with the Blind at SLB

Different types of discourse will follow each speech. The utterances used by speakers in this study serve various purposes based on the current circumstances and conditions. As stated by Searle, there will be various types of speech that are said, including directive, expressive, expressive, declarative and representative speech (Rohmadi, 2004:32). research findings regarding speech patterns used by instructors and students during interactions during learning at SLB Banda Aceh. Both educators and students use this speaking style. This research found that during learning interactions at the Banda Aceh State Special School, instructors and students used declarative, expressive, directive and representational speech. Speaking in a way that requires the speaker to act out everything he says in his speech is known as compliant speaking. Speaking in a way that the speaker understands to oblige him to perform a future action is known as obedience. Speeches that need to be delivered by the speaker directly are referred to as commissions. Teachers usually use supportive language to encourage their students to take their studies more seriously and rigorously. The most common speeches are those in which the speaker promises students who turn in their assignments on time a reward, a chance to take a break, or a chance to go home early.

The speaking partner is given instructions to complete the task and pays more attention to the speaker when they explain the theory through directive speech, which is spoken more frequently by the speaker. In contrast, directive sentences that request, invite, compel, suggest, urge, instruct, collect, request, challenge, and give signals are less clear. Talking to interlocutors to put them under psychological pressure is known as expressive speech. Expressive speech can also be understood as a communication act in which the speaker intends for his speech to be activated as an assessment of the subject matter discussed. Examples of this type of speech include expressions of thanks, complaints, congratulations, flattery, praise, blame, and criticism. Naturally, in their capacity as teachers, speakers will correct, praise, or blame a speaking partner based on the latter's behavior. It goes without saying that teachers giving speeches must honor their commitments, especially to their elementary school age students. Declarative speech is communication that has the speaker's intention to create something new (status, state, etc.). When the interlocutor makes a mistake or feels compelled to make a statement to his students because of unexpected interest, he will perform this speech act.

A representative speech is a speech in which the speaker is responsible for the truth of his statement. When giving examples or explaining theory during the teaching process, the speaker (teacher) will use representative sentences because what they say is theoretical and correct as a whole. Similar research was conducted by Okty Sekar (2016), who found that teachers exclusively used commissive, directive, expressive and representative speech acts, and Tamsir (2016), who showed that teachers and students more often used directive speech acts in interactions. classroom learning. Apart from that, Dyah Puspitasari's (2020) <sup>[9]</sup> research describes the nature of perlocutionary utterances as well as representational, directive, commissural and expressive speech patterns that educators use when teaching Indonesian language skills. This research found that teachers and students used declarative, expressive, directive, expressive, and representative speech patterns in classroom interactions, which is consistent with other research findings.

## Conclusion

Based on the results of research conducted in the field regarding the analysis of teacher and student speech in learning interactions in special schools, it can be concluded that pragmatics is an inseparable part of learning interactions in Banda Aceh State Special Schools, where teachers and students use various types of speech acts, namely locution, illocutionary, and perlocutionary, as well as commissive, declarative, directive, expressive, and representative, to convey information, state intentions, influence speech partners, provide motivation, commands, evaluate, and explain learning material. These findings show the diversity of speech acts used in learning interactions among special school students in class III and class VI as well as class III and class VI.

## Suggestion

Research on teacher and student speech in learning interactions turns out to have a broad scope. Therefore, students are expected to study more linguistic material, especially speech studies in linguistics, from various references related to this material.

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