

Speech Acts in Classroom Management during Indonesian Language Learning at SMP Negeri 3 Denpasar

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Abstract

This research aims to describe speech act strategies in classroom management during Indonesian language learning at SMP Negeri 3 Denpasar and the meanings of locution, illocution, and perlocution in classroom management during Indonesian language learning at SMP Negeri 3 Denpasar. The design used in the research is qualitative descriptive. The subjects of the research are teachers and students, and the object of the research is speech acts in classroom management during Indonesian language learning, which includes speech act strategies and the meanings of locutionary, illocutionary, and perlocutionary acts. There are two methods used in the research, namely observation and interview methods. The results of this study indicate that speech act strategies in classroom management during Indonesian language learning include direct literal speech acts and indirect literal speech acts. The meaning of locutionary acts in classroom management, namely commanding, forbidding, or requesting students to perform an action; asking or requesting information; and stating or announcing something; the meaning of illocutionary acts in classroom management, namely ordering, forbidding, urging or directing students; stating information/explanation; giving appreciation/praise; and expressing willingness or commitment; and the meaning of perlocutionary acts in classroom management, namely getting the hearer to do something (making the interlocutor do something). Additionally, there are utterances that have the perlocutionary meaning of bringing the hearer to learn that (making the interlocutor know something), getting the hearer to think about it (making the interlocutor think about something), encouraging, relieving tension, and impressing.

Keywords: *Speech Acts, Classroom Management, Indonesian Language Learning.*



A. INTRODUCTION

Language plays a central role in human life as a fundamental tool in human communication, whether for conveying ideas, exchanging information, expressing feelings, or building relationships in society. This is in line with the opinion of Putra et al. (2019) that language use is also referred to as a social activity. In this case, a person's language ability is not only related to the accuracy of structure but also to the appropriateness of language use in specific communication situations, including in the field of education. The use of language in education in the form of speech has meaning based on its context of use. This is in line with Wisudariani's (2017) opinion that utterances cannot be understood merely by grasping the meaning of each element in the form of information conveyed by the speaker. Other elements also influence the meaning of the information conveyed, namely the context of the language. Context becomes an element that supports communication, the meaning of which depends on the speech situation (Suryani, 2019).

The study of language use according to its context has developed within the discipline of pragmatics. Pragmatics is understood as a branch of linguistics that studies the meaning of utterances by considering their situational context (Yule, 1996). In line with Yule's opinion, according to Brown and Levinson (1987), "Pragmatic is a study of a language from a functional perspective that seeks to explain some aspects of the linguistic structure by referring to some linguistic influences and symptoms" (pragmatics is the study of a language from a functional perspective that seeks to explain some aspects of the linguistic structure by referring to some non-linguistic influences and symptoms). In that regard, situation and context become crucial for understanding utterances in communication.

One important aspect of pragmatics is speech acts. According to Putrayasa (2014: 86), speech acts are activities of a speaker using language to communicate something to a listener. Pramesti et al. (2023) revealed that utterances are used as pragmatic tools to convey specific intentions. This implies that a speech act is not just limited to words but also supports the implied meaning within an action. To understand the meaning of an utterance, the speaker and the interlocutor must pay attention to the context in which the utterance takes place.

In practice, speech acts not only function to convey information but also to regulate, direct, influence behaviour, and shape the learning atmosphere. According to Austin (1962), every utterance has three dimensions, namely locution, illocution, and perlocution, each of which plays a role in creating effective communication. A locutionary act is the act of speaking where the meaning corresponds to the words used. An illocutionary act is the act of doing something, and that action has a force called 'illocutionary force'. A perlocutionary act is the effect obtained by the listener. This research will focus on these three speech acts because they are interconnected with one another. Locution and illocution cannot be separated because the illocutionary force has an effect or influence in speech acts. That power not only conveys the literal meaning of an utterance but also presents the function of the utterance adjusted to the context in which it is used (Hutagalung, 2025). Illocutionary acts will also produce effects for the listener in the form of actions, which are known as perlocutionary acts.

Practically, locutionary acts are used by teachers and students to convey messages literally, such as explaining material or asking questions. Illocutionary acts are used to perform specific functions, such as giving instructions, requesting attention, giving praise, reprimanding, or providing motivation. As for perlocutionary acts, they relate to the impact of utterances on the listener, for example, students becoming more focused or motivated or understanding the mistakes that need to be corrected. In other words, every utterance by the teacher and students is not only related to the delivery of information but also functions as an action that has a direct impact on the dynamics of the learning process.

By understanding the appropriate use of speech acts according to context, especially in the teaching and learning process, it will determine the creation of effective learning interactions because the meaning of utterances is not only

determined by the form of language. This means that words or sentences alone are not enough to determine the intent or effect of an utterance, but also the ability of teachers and students to adjust utterances to the situation, roles, and communication goals.

In the teaching and learning process, the speech acts of teachers and students are often encountered. The speech acts are closely related to a number of basic teaching skills that a teacher must possess. This is because the application of basic teaching skills will only be evident through speech acts. In other words, speech acts are definitely used by teachers when applying those basic teaching skills.

Sudiana (2006) stated a number of basic teaching skills that a teacher must possess in order to carry out their teaching duties effectively. The basic teaching skills consist of 8, namely (1) opening and closing lessons, (2) providing reinforcement, (3) asking questions, (4) varying activities, (5) explaining, (6) leading small group and individual discussions, (7) teaching small and large groups, and (8) managing the classroom. The eight skills must be mastered by teachers in order to perform their duties and functions optimally. Among these eight basic teaching skills, classroom management skills are very important to understand. It does not mean that other basic teaching skills are less important, but considering the teacher's role as a classroom manager, the teacher is responsible for creating conducive, orderly, and dynamic learning conditions. Emmer & Evertson (2013) state that classroom management is the foundation of successful learning because without a controlled classroom environment, learning activities cannot proceed optimally. In this role, teachers use speech acts to maintain order and manage student interactions. Classroom management, according to Emmer and Evertson (2013), includes the teacher's efforts to create effective learning conditions, whether through regulating student behaviour, organising activities, or creating a positive classroom climate. Good classroom management requires clear, firm, polite, and context-appropriate communication, making speech acts one of the main instruments in building order and learning effectiveness.

Classroom management does not only focus on controlling student behaviour but also on utilising language as a tool to build positive relationships. According to Brown and Levinson (1987), politeness strategies and the choice of speech acts can influence students' reception of teachers' instructions. For example, overly direct commands can cause resistance, while overly vague indirect commands can lead to confusion. Thus, the effectiveness of classroom management is greatly influenced by the quality of speech acts used by the teacher.

In teaching practice, it is often found that some teachers use overly permissive speech acts, making their speech acts insufficiently strong to control the classroom conditions. In the utterance, "You can talk, as long as it's not too noisy, okay," even though the class is already quite noisy. The teacher's utterance made the students feel free without any clear boundaries, causing the class to become difficult to control because the teacher did not show sufficient authority. Another case is when the teacher tries to subtly hint at the students by saying, "I wonder, if the atmosphere is this noisy, can we understand the material well?" However, the students do not

consider this utterance a reprimand, and it does not change the classroom atmosphere to a conducive one. If this continues to be allowed, it will affect the teacher, who will have difficulty managing the class, making the learning environment unconducive, and the learning objectives will not be achieved optimally.

There are several similar studies that examine pragmatic studies, particularly speech acts, such as the research conducted by Ermina Nurjaya et al. (2020). The similarity between Ermina Nurjaya et al.'s research and this study is that both examine speech acts, including locution, illocution, and perlocution. However, in terms of the object of study, the above research focuses on speech acts in wedding ceremonies in Golo Ndeweng Village, whereas this research focuses on speech acts in classroom management in Indonesian language learning.

Second, the research was conducted by I.B.M.P. Wibawa, I.N. Suandi, and I.K. Paramarta (2021). The similarity between the research conducted by Wibawa et al. (2021) and this study is that both examine speech acts. However, in Wibawa et al.'s (2021) research, the focus is on illocutionary acts, particularly the politeness of directive speech acts, whereas this study has a broader scope, covering locution, illocution, and perlocution. In addition to these differences, this research also has distinctions in terms of the research object and research subjects. The research object of Wibawa et al. (2021) is directive speech acts in interactions within the Gria environment, with the research subjects being the residents or inhabitants of the Gria environment. Meanwhile, in the research conducted by the researcher, the research object is speech acts in classroom management during Indonesian language learning, with the research subjects being teachers and students.

Third, the research conducted by Suwija et al. (2024). The similarity between the research conducted by Suwija et al. (2024) and this study is that both examine speech acts. However, Suwija et al.'s research focuses on illocution, whereas this study examines locutionary, illocutionary, and perlocutionary acts. Beside these differences, Suwija et al.'s research focuses on illocution in the "Lapor Pak!" show on the Trans7 Official YouTube channel, whereas this research focuses on the speech of teachers and students in classroom management during Indonesian language learning.

Based on the description, research on speech acts in classroom management in Indonesian language learning within the independent curriculum becomes important to conduct. This curriculum is designed to provide flexibility to schools and teachers in managing learning according to the needs of students. This is in line with the statement by Widiastini et al. (2023) that the independent curriculum prioritises flexibility and freedom in teaching or learning for students and educators. This research not only describes the speech act strategies used by teachers and students but also reveals how these speech acts function in managing classroom dynamics.

B. METHOD

This research uses a qualitative descriptive research design. Descriptive research is a type of research that aims to systematically describe the facts or phenomena being studied. The qualitative descriptive research design was chosen to

examine and analyze the speech acts of teachers and students in classroom management. The subjects of this research are teachers and students, while the objects of the research are speech acts, which include speech act strategies and the meanings of locutionary, illocutionary, and perlocutionary acts. The data collection methods used in this study are observation and interviews. In this study, the researcher uses the qualitative descriptive data analysis method. This data analysis is conducted in three steps: data reduction, data presentation, and conclusion drawing.

C. RESULT AND DISCUSSION

The research results obtained from the observation of recording transcriptions and interviews are data regarding (1) speech act strategies and (2) the meaning of speech acts in classroom management in Indonesian language learning at SMP Negeri 3 Denpasar. A total of 41 speech data were obtained, 26 from teachers and 15 from students.

Table 1. Quantitative Data on Speech Act Strategies in Classroom Management

Speech Act Strategy	Subject		Cumulative Percentage Total		Score	Total
	Teacher	Student	Teacher	Student		
Direct Speech	23 (88,5%)	14 (93,3%)	23 (56%)	14 (34%)	37 (90,2%)	41 (100%)
Indirect Speech	3 (11,5%)	1 (6,7%)	3 (7%)	1 (2%)	4 (9,8%)	
Score	26 (100%)	15 (100%)	41 (100%)		41 (100%)	41 (100%)
Literal Speech Act	26 (100%)	15 (100%)	26 (63%)	15 (37%)	41 (100%)	41 (100%)
Non-literal Speech Act	-	-	-	-	-	
Score	26 (100%)	15 (100%)	41 (100%)		41 (100%)	41 (100%)

Based on the data, the total number of speech act strategies is 41, with direct speech act strategies having the highest number, namely 37 (90.2%). This is in stark contrast to indirect speech acts, which only account for 4 utterances or 9.8%. The analysis of speech act strategies is as follows.

a. Direct Literal Speech Act

Data 1

Teacher: Please check your completeness first, books and stationery!

Student: Already, Ma'am.

Data 2

Teacher: How about an example of introducing "flooding"? Can anyone help?

Student: Me, Ma'am. (raising hand)

Teacher: Yes, Dian!

Student: According to the residents' statements, the flood occurred in the Badung market area.

Data 3

Teacher: Wow, let's give a round of applause for Harumi!

Students: (applauding)

Data 1 is presented in the context of the beginning of a lesson. The utterance in data 1, "Try checking your completeness first, books and stationery!" is included as a direct speech act because the sentence structure aligns with the function of

commanding and is literal since the meaning of the utterance does not contradict the teacher's intention. The utterance "Yes, Ma'am" has a harmonious relationship between the sentence structure, meaning, and function, so it can be categorised as a direct literal speech act. Data 2 and 3 are presented in the context of ongoing classroom learning. In Data 2, the student's utterance "*Enggak*" meaning 'no' is a direct literal speech act in the form of a declarative sentence. The student straightforwardly conveys information according to the meaning of the words spoken. The teacher's utterance "Why didn't you listen, Arya?" is classified as a direct literal speech act. This utterance functions to directly ask the student for the reason. The meaning of the utterance aligns with the speaker's intention. The teacher's utterance "Try repeating, Delima!" is a direct literal speech act in the form of an imperative sentence, functioning as a command; thus, it is classified as a direct and literal speech act. The utterance "Explanatory text is a text that explains a phenomenon or event" is a direct literal speech act. This utterance functions to convey information and the meaning of the utterance according to the words used. Data 3: "Wow, applause for Harumi!" is a direct literal speech act in the form of an imperative sentence, as the function of the utterance is indeed to command or invite the students to appreciate Harumi. The meaning of the words used aligns with the speaker's intention, which is to ask the students to applaud, making this utterance literal.

b. Direct Speech Literal Act

Data 4

Teacher: Did you hear what Delima said?

Student: No.

Teacher: Why didn't you hear, Arya?

Student: The sound is low.

Teacher: Try repeating it, Delima!

Student: An Explanatory Text is a text that explains a phenomenon or event.

Data 5

Teacher: Why are you turning on the camera?

Student: (tidying hair with both hands facing the camera on the mobile phone)

Teacher: If you keep using the camera, bring it here! Just collect your phone; it's no longer needed!

Student: It's still useful, Ma'am.

Data 4 and 5 are presented in the context of ongoing classroom learning. Data 4 contains the teacher's utterance "Did you hear what Delima said?", which is an indirect speech act in the form of an interrogative sentence. Structurally, this utterance is in the form of a question, but functionally, the teacher does not merely want to obtain information; rather, they are reprimanding and checking the students' attention to their friend's explanation. The meaning of the words used remains in accordance with the speaker's intention, which is to ask whether the students are listening, so this utterance is literal but indirect because the function of reprimanding is not explicitly stated. The utterance "the voice is small" is an indirect speech act in the form of a declarative sentence. Pragmatically, this utterance does not merely state that Delima's

voice sounds small but implicitly conveys that the problem lies with Delima's voice, prompting the students to ask Delima to repeat the statement with a louder volume. Structurally and semantically, the utterance aligns with the intention expressed by the student and is conveyed indirectly because the function of the request is delivered implicitly. Data 5 contains the utterance "Why are you keeping the camera on?" in the context of classroom learning, especially in a disciplinary situation. The utterance is not solely aimed at obtaining an answer but also serves as an indirect reprimand or command for the students to turn off the camera on their mobile devices. The meaning of the words in the utterance still aligns with the speaker's intent (literal).

The following will explain the meaning of locutionary, illocutionary, and perlocutionary acts in classroom management in Indonesian language learning.

Table 2. Quantitative Data of Locutionary Acts in Classroom Management

Type of Locutionary Act	Subject		Score
	Teacher	Student	
Declarative Sentence	6 (23%)	12 (80%)	18 (43%)
Interrogative Sentence	7 (26%)	3 (20%)	10 (24%)
Imperative Sentence	13 (50%)	-	13 (31%)
Score	26 (100%)	15 (100%)	41 (100%)

Based on the data above, the total number of speech acts is 41, with the breakdown showing that the highest number of locutionary acts of command (imperative) for teachers is 13 utterances (50%). Meanwhile, the highest speech act for students is the locutionary act of statement (declarative) with 12 utterances (80%). The analysis of the meaning of locutionary acts in classroom management during Indonesian language learning is explained as follows.

Data 6

Student: Ma'am, can you record it on video, ma'am?

Teacher: Yes, a video. Find a video, okay! Don't read the text!

Student: How many months at a minimum?

Teacher: Maximum of 2 years back. 2024 is allowed.

Data 7

Teacher: Which group wants to go first?

Students: Me, Ma'am. Me, Ma'am. (raising hands)

Teacher: Patience! Patience!

Data 6 and 7 are presented in the context of ongoing classroom learning. In Data 6, the teacher's utterance "a maximum of 2 years back" "2024 is allowed" is a declarative sentence with the locutionary meaning that the teacher is informing about the time of the event in the video that will be analyzed by the students. Meanwhile, data 7 "Me, Ma'am. Me, Ma'am." (raising a hand) is a declarative sentence with the locutionary meaning that the student is informing that they or their group are willing/want to go first to present the discussion results.

Data 6

Student: Ma'am, can you record it on video, ma'am?

Teacher: Yes, a video. Find a video, okay! Don't read the text!

Student: How many months at a minimum?

Teacher: Maximum of 2 years back. 2024 is allowed.

Data 7

Teacher: Which group wants to go first?

Students: Me, Ma'am. Me, Ma'am. (raising hands)

Teacher: Patience! Patience!

Data 6 and 7 are presented in the context of ongoing classroom learning. Data 6 contains the utterance "Ma'am, can we use a video?", which is an interrogative sentence. Locutionarily, this utterance means that the students are asking whether the media they will analyse, the structure of the explanation text, is in the form of a text or a video. The utterance "At least how many months?" is an interrogative sentence that locutionarily means the students are questioning the time period in which the event in the video occurred, specifically how many months ago. Meanwhile, data 7 contains the utterance "Which group wants to go first?", which is an interrogative sentence marked by the interrogative word "which". Locutionarily, it means the teacher is asking for information about which group is willing to present their discussion results first.

Data 8

Teacher: Deva, please have your hair cut later! Still that long.

Student: Deva?

Teacher: Dian. Sorry sorry, Deva. Mom keeps remembering you.

Data 9

Teacher: What is the interpretation of the content?

Student: Interpretation is... (voice not audible) Teacher: Don't whisper; speak up a bit!

Student: Interpretation is a conclusion about the explanation of a phenomenon.

Data 8 and 9 are presented in the context of ongoing classroom learning. Data 8 contains the teacher's utterance, "Deva, later please have your hair cut!" "Still that long. " The utterance is in the form of an imperative sentence marked by the word "please". Locutionarily, the utterance means the teacher is instructing the student to cut their hair because it still looks long. The teacher's utterance "Don't whisper; speak a bit louder!" in data 9 is in the form of an imperative sentence, which locutionarily means a prohibition against students speaking in whispers, while "speak a bit louder" means the teacher is instructing the students to speak more loudly.

Table 3. Quantitative Data on Illocutionary Acts in Classroom Management

Types of Illocutionary Acts	Subject		Score
	Teacher	Student	
Assertive Illocutionary Acts	3 (11,5%)	8 (53%)	11 (26,8%)
Directive Illocutionary Acts	21 (80,8%)	5 (33%)	26 (63,4%)
Expressive Illocutionary Acts	2 (7,7%)	1 (7%)	3 (7,3%)
Commissive Illocutionary Acts		1 (7%)	1 (2,4%)
Declarative Illocutionary Acts	-	-	-
Score	26 (63,4%)	15 (36,6%)	41 (100%)

Based on the data above, the total number of utterances is 41, with the directive illocutionary acts having the highest number for teachers, namely 21 utterances (80.8%). Meanwhile, the highest illocutionary act for students is the assertive illocutionary act with 8 utterances (53%). The analysis of the meaning of illocutionary acts in classroom management during Indonesian language learning is presented as follows:

Data 10

Teacher: You have until 11:10, right when the bell rings. So the time is around 30 minutes, half an hour. After that, later, after the change bell, you will present in front.

Student: (listening to the teacher's explanation)

Data 11

Teacher: Does Ade often do that? Does he often sulk?

Student: If it doesn't match his mood, yes. If he's alone, he doesn't like it

Data 10 and 11 are utterances delivered in the context of ongoing classroom learning. Data 10 contains the utterance "The teacher gives time until 11:10, right at the change bell". So, the time is around 30 minutes, half an hour. After that, later, after the bell rings, we will present in front. "This is an assertive speech act with a micro-function of explaining because the teacher intends to convey clear and binding information based on the truth regarding the timing of the learning activity. Meanwhile, data 11: "If it's not in his mood, yes. If he himself is a boy, he won't like it" is an assertive speech act with a micro-function of stating because the student intends to convey information or an explanation that he believes is true about Ade's behaviour.

Data 12

Teacher: Later, if there are any of your friends who are not working. Don't write their name, okay! To be fair.

Student: Naaaa... (exclaims)

Data 13

Teacher: Okay, 10 minutes left. Later, I will point out the group. If any of his friends are not working, he should ask them to present, okay!

Student: (listening to the teacher's explanation)

Data 14

Teacher: Quietly, don't disturb your friend!

Student: (pauses for a moment)

Data 12 contains the teacher's utterance "Later, if there are any of your friends who don't work, don't write their names, okay!" "To be fair" conveyed in the context of ongoing classroom learning. The utterance is a directive illocutionary act with a micro-function of commanding because the teacher intends to direct the students to perform or not perform a certain action in a specific situation. The teacher's utterance in data 13 is "Okay, there are 10 minutes left." Later, I will point out the group. "If any of your friends don't work, make them present, okay?" the teacher said in the context of classroom learning, especially during group presentation preparations. The teacher's utterance is a directive speech act with a micro-function of giving orders,

warning, and demanding participation, as it aims to direct students to take specific actions. The teacher not only conveys information about the remaining time but also indirectly commands the entire group to work actively and be ready for the presentation. Meanwhile, in data 14, there is a teacher's utterance delivered in the context of classroom learning: "Be quiet; don't disturb your friend." This teacher's utterance is a directive speech act with a micro-function of commanding because the teacher intends to elicit a specific action from the students, namely to be calm and not disturb their classmates who are studying.

Data 15

Teacher: Oh, you can do this.

Student: (smiling)

Data 16

Teacher: Oh, here, let me divide it. This block gets natural phenomena. This is a phenomenon question. This is natural, and (pointing to the last block) social.

Student: Yes, naturally (exclaims).

Data 15 and 16 are presented in the context of ongoing learning. In Data 15, there is the teacher's utterance, "Oh, you can do this." This teacher's utterance is an expressive speech act with the micro function of praising. This utterance aims to express the teacher's pride and positive assessment of the students' abilities. The student's utterance "yes, nature" in data 16, accompanied by an exclamation, is an expressive speech act because the speaker expresses a psychological attitude of happiness, satisfaction, or enthusiasm toward the topic assigned by the teacher.

Data 16

Teacher: How do you introduce "flooding"? Can anyone help?

Student: Me, Ma'am. (raising hand)

Teacher: Yes, Dian!

Student: According to the residents' statements, the flood occurred in the Badung market area.

The utterance of the student, "Me, Ma'am", accompanied by the action of raising a hand, was delivered in the context of ongoing classroom learning. The student's utterance is a commissive illocutionary act with the microfunction of offering. This utterance does not merely mention the pronoun "I" but rather contains the intention to express the speaker's willingness and commitment to perform an action, namely answering or helping the teacher provide the requested example.

Here is presented an analysis of data regarding the meaning of perlocutionary speech acts by teachers and students in classroom management during Indonesian language learning at SMP Negeri 3 Denpasar.

Data 17

Teacher: Eh, Dede...owhhh! Now make it first! Put it down, put it down!

Student: (sitting facing their group and continuing to work on the task)

Data 18

Teacher: Shh, everyone else be quiet; just work at your desks! Don't be noisy!

Students: (a moment of silence)

Data 17 and 18 are presented in the context of ongoing classroom learning. The utterance in data 17 is "Eh, Dede... owhhh! Now do it first!" "Put it down, put it down!" has a perlocutionary meaning because it aims to direct the students, in this case Dede, to immediately start working and place something in its proper place. The perlocutionary effect of this utterance is evident in the student's action of then sitting facing their group and continuing to work on the group assignment, indicating that the teacher's command successfully influenced the student's behaviour. Based on Leech's classification (1993), this utterance falls into the category of getting the hearer to do something (making the interlocutor do something). In data 18, there is the utterance "Shh... the others be quiet; just work at your desks!" "Don't make noise!" The teacher intends to create tranquillity and focus in the classroom. Perlocutionarily, this utterance has the effect of making the students stop the noise and stay in their places to work, thereby creating an orderly learning atmosphere. The expected effect is that the students hear the instructions, remain silent, and focus on completing their tasks at their respective desks. According to Leech's classification (1993), this utterance falls under the perlocutionary category of "get hearer to do" because the teacher encourages the students to perform a specific action, namely to be quiet and work at their respective desks.

Data 11

Teacher: Does Ade often act like that? Does he often sulk?

Student: If it's not in his mood, yes. If he's alone, he doesn't like it.

Data 11 is presented in the context of classroom learning interactions when a student answers the teacher's question about their friend Ade's behaviour. Perlocutionarily, the utterance is "If it doesn't match his mood, yes. If he himself is a guy, he won't like it." This provides clear information to the teacher about when Ade tends to sulk, thereby achieving the desired effect of obtaining an explanation or clarification. This statement also serves to help the teacher understand Ade's condition or situation, allowing the teacher to adjust their interaction or approach. Based on Leech's classification (1993), this illocutionary act falls under bringing the hearer to learn that (making the interlocutor know something) because the teacher, as the conversational partner, receives new knowledge from the student's answer.

Data 9

Teacher: What is the interpretation of the content?

Student: Interpretation is... (voice not audible) Teacher: Don't whisper; speak up a bit!

Student: Interpretation is a conclusion about the explanation of a phenomenon.

Data 9 is presented in the context of ongoing classroom learning. Based on Leech's (1993) classification of perlocutionary acts, the utterance "What is the interpretation of the content?" falls into the category of getting the hearer to do (making the interlocutor do something) because the teacher directs the students to answer and getting the hearer to think about (making the interlocutor think about) because the students are asked to reconsider the material that has been learnt,

specifically to rethink the structure of the explanation text in the interpretation section. Thus, the perlocution of this teacher's utterance successfully activates the students' thinking process and triggers a verbal response in the learning activity. The utterance "Interpretation is (inaudible)", based on Leech's (1993) classification of perlocution, falls into the category of getting the hearer to think because the teacher is prompted to think about the cause of the unclear answer and eventually, the teacher's utterance appears to ask the students to do something according to the teacher's instructions.

Data 1

Teacher: Please check your completeness, books, and stationery first!

Student: It's done, ma'am.

The student's utterance "Yes, Ma'am" was delivered in the context of the learning activity about to begin. Based on Leech's (1993) classification of perlocutionary acts, this utterance falls into the category of bringing the hearer to learn that (making the interlocutor know) because the teacher becomes aware of the actual situation and relieves tension because this certainty eliminates the teacher's doubts.

Data 3

Teacher: Wow, applause for Harumi! Students: (applauding)

The teacher's utterance "Wow, applause for Harumi!" was delivered in the context of ongoing classroom learning, especially when the teacher was giving appreciation to the students. Based on Leech's (1993) classification of perlocutionary acts, this utterance falls into the category of getting the hearer to do something (making the interlocutor do something), because the teacher successfully got the students to clap, as well as encourage and impress, since the utterance also provides moral support and creates a positive impression for both Harumi and the other students.

D. CONCLUSION

The speech act strategies found in classroom management during Indonesian language learning at SMP Negeri 3 Denpasar are direct literal speech acts and indirect literal speech acts, with a dominant use of direct literal speech acts. Locutionary acts are realised through three forms of sentences, namely imperative sentences, interrogative sentences, and declarative sentences. The meaning of locutionary acts in classroom management includes commanding, prohibiting, or requesting students to perform an action and asking or requesting information, as well as stating or reporting something. The illocutionary acts in classroom management during Indonesian language learning include directive illocutionary acts, assertive illocutionary acts, expressive illocutionary acts, and commissive illocutionary acts. The meaning of illocutionary acts in classroom management includes instructing, prohibiting, urging or directing students to act; stating information/explanation; giving appreciation; and praise, as well as expressing willingness or commitment. Meanwhile, the meaning of 'perlocution' in classroom management is to get the hearer to do something (make the interlocutor do something). Additionally, there are utterances that have the meaning of perlocution, such as bringing the hearer to learn that (making the interlocutor know

something), getting the hearer to think about (making the interlocutor think about something), encouraging, relieving tension, and impressing.

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