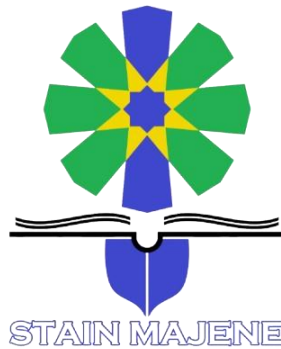


**ANALYZING PATTERNS OF SPEECH ACTS
IN EFL CLASSROOM INTERACTION AT STAIN MAJENE**



A Thesis

Submitted in Partial of The Requirements for the Degree of Sarjana Pendidikan
(S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
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Majene, 28 Juli 2025

Researcher

A handwritten signature in black ink, appearing to read 'Rahmi R' with a stylized flourish at the end.

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ABSTRACT

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**Title : Analyzing Patterns of Speech Acts in EFL Classroom
Interaction at STAIN Majene**

Over the past few years, classroom interaction in English as a foreign language (EFL) learning has faced challenges, particularly in the aspect of verbal communication between lecturers and students. At STAIN Majene, this phenomenon is evident in the presence of active student participation. At the same time, the majority tend to be passive due to limited vocabulary, anxiety, and lack of self-confidence. This condition often makes the learning process less than optimal. This study aims to analyze speech act patterns that emerge in EFL classroom interactions and identify factors that influence their use. The study used a qualitative approach with a case study design. The research subjects consisted of a lecturer and eleven fourth-semester students from the English Language Education Study Program at STAIN Majene, who were enrolled in the English Debate and Critical Speaking course. Data were collected through non-participatory observation and semi-structured interviews, and then analyzed using NVivo 12 Plus software with the interactive analysis model proposed by Miles, Huberman, and Saldana (2014), which encompasses the stages of data collection, data condensation, data presentation, and conclusion drawing. Data validity was guaranteed through source and time triangulation. The study's results revealed that only three types of speech acts emerged: representative, directive, and expressive, while commissives and declaratives were not identified. A lecturer predominantly used representative speech acts to explain material and directives to organize learning activities, while expressive speech acts were used to build familiarity. Students still tended to be passive, with limited contributions to expressive speech acts and a small number of directives. External factors that influenced the students included the lecturer's teaching strategy, the identity of the interlocutor, peer influence, and the type of learning activity. Internal factors included motivation, self-confidence, anxiety, and understanding of the topic. This study concluded that speech acts in EFL classes not only function as linguistic tools but also reflect psychological, pedagogical, and socio-cultural dimensions. These findings are expected to enrich pragmatic studies and provide practical input for lecturers in designing more interactive and student-centered communication strategies.

Keywords: *Speech Acts, EFL, Classroom Interaction.*

ABSTRAK

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Judul : Menganalisis Pola Tindak Tutur dalam Interaksi Kelas Bahasa Inggris sebagai Bahasa Asing (EFL) di STAIN Majene

Selama beberapa tahun terakhir, interaksi kelas dalam pembelajaran Bahasa Inggris sebagai bahasa asing (EFL) masih menghadapi tantangan, terutama pada aspek komunikasi verbal antara dosen dan mahasiswa. Di STAIN Majene, fenomena ini tampak dari adanya mahasiswa yang aktif berpartisipasi, namun sebagian besar lainnya cenderung pasif karena keterbatasan kosakata, rasa cemas, dan kurang percaya diri. Kondisi tersebut seringkali membuat proses pembelajaran tidak berjalan optimal. Penelitian ini bertujuan untuk menganalisis pola tindak tutur yang muncul dalam interaksi kelas EFL serta mengidentifikasi faktor-faktor yang memengaruhi penggunaannya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri atas seorang dosen dan sebelas mahasiswa semester IV Program Studi Tadris Bahasa Inggris STAIN Majene pada mata kuliah *English Debate and Critical Speaking*. Data dikumpulkan melalui observasi non-partisipatif dan wawancara semi-terstruktur, kemudian dianalisis menggunakan perangkat lunak NVivo 12 Plus dengan model analisis interaktif Miles, Huberman, dan Saldana (2014), mencakup tahap pengumpulan data, kondensasi data, penyajian data, serta penarikan kesimpulan. Keabsahan data dijamin melalui triangulasi sumber dan waktu. Hasil penelitian menunjukkan hanya tiga jenis tindak tutur yang muncul, yaitu representatif, direktif, dan ekspresif, sedangkan komisif dan deklaratif tidak ditemukan. Dosen lebih dominan menggunakan tindak tutur representatif untuk menjelaskan materi dan direktif untuk mengatur kegiatan belajar, sementara tindak tutur ekspresif digunakan untuk membangun keakraban. Mahasiswa masih cenderung pasif, dengan kontribusi terbatas pada tindak tutur ekspresif dan sebagian kecil direktif. Faktor eksternal yang memengaruhi antara lain strategi mengajar dosen, identitas lawan bicara, pengaruh teman sebaya, serta jenis aktivitas pembelajaran. Faktor internal mencakup motivasi, rasa percaya diri, kecemasan, dan pemahaman topik. Penelitian ini menyimpulkan bahwa tindak tutur dalam kelas EFL tidak hanya berfungsi sebagai sarana linguistik, tetapi juga merefleksikan dimensi psikologis, pedagogis, dan sosio-kultural. Temuan ini diharapkan memperkaya kajian pragmatik serta memberikan masukan praktis bagi dosen untuk merancang strategi komunikasi yang lebih interaktif dan berpusat pada mahasiswa.

Kata Kunci: *Tindak Tutur, EFL, Interaksi Kelas.*

CHAPTER I

INTRODUCTION

A. Research Background

Classroom interaction is crucial for learning and effectively improves students' communication skills (Hamri et al., 2024). In English as a Foreign Language (EFL) learning, interaction helps transfer linguistic knowledge but also helps develop students' communication skills, self-confidence, and social competence. Active and dynamic interactions help students improve their speaking fluency, expand their vocabulary, understand language structures in context, and gain confidence in expressing opinions. As stated by Ali et al. (2020), interactive assessment involved and was limited in learning. Conversely, limited and less diverse interactions often limit students to a passive role as recipients of information.

The phenomenon of diverse interactions is visible at STAIN Majene. Based on preliminary research conducted by researcher on January 7, 2025, via WhatsApp voice messages with several students in the English Language Education Study Program, it was revealed that student responses to EFL classroom interactions varied widely. Some students demonstrated confidence in speaking English, actively answering questions, and occasionally initiating conversations with lecturers. However, others felt reluctant to engage, preferring to remain silent and provide only brief responses. Some factors they mentioned

included nervousness, limited vocabulary, lack of speaking practice, and fear of making mistakes in front of classmates.

Interestingly, students also reported that the instructor's management of interactions significantly influenced their participation. For example, brief praise such as "good job" or "good explanation" encouraged students to speak more actively. Conversely, criticism that was too direct or delivered in a firm tone sometimes held them back. In line with Dilafruz (2025), destructive criticism can lead to a loss of motivation, decreased self-confidence, and even aversion to the discussed topic. Thus, interactions in English as a Foreign Language (EFL) class are influenced not only by students' language proficiency, but also by instructors' communication strategies, the classroom atmosphere, and sociocultural factors at Islamic-based universities.

The speech act theory introduced by Austin (1962) and later developed by Searle (1979) explains that every utterance has a specific function and purpose in communication. Searle says every utterance can be categorised into five primary types: representative, directive, commissive, expressive, and declarative. Furthermore, Austin also differentiates utterances into locutionary acts (what is said), illocutionary acts (the speaker's intention or goal when saying something), and perlocutionary acts (the impact or influence of the utterance on the listener). This concept is very relevant in interactions in English as a Foreign Language (EFL) class, because the utterances and students convey literal meaning and reflect specific communicative purposes. As an illustration, a command such as "Please divide your groups for next week's presentation assignment" locutionary

means asking students to divide their presentation assignment groups, illocutionary aims to give instructions, and perlocutionary can encourage students to divide their assignment groups immediately. Thus, the purpose of communication shapes the selection and use of these speech acts, the relationship between speaker and hearer, and the surrounding social and cultural context.

Several previous studies have examined the use of speech acts in English as a Foreign Language (EFL) classroom interaction, identifying various patterns and influencing factors. A study by Darong (2024) consistently demonstrated teachers' dominance in producing speech acts in EFL classrooms, indicating their central role in guiding communication and managing interactions. This study also highlighted how role and status influence the types of speech acts produced by teachers and students. Hence, studies on speech acts in the context of Islamic-based higher education institutions, such as STAIN Majene, are still relatively limited. Similarly, Sri Wahyuni et al. (2021) at Makassar State University found that EFL teachers use locutionary speech acts to convey information and illocutionary speech acts, particularly directives such as questions and commands, to facilitate student interaction and participation. This study also indicated that speech acts varied depending on the lesson phase (introduction, practice, assessment) and the instructor's teaching style, indirectly suggesting the existence of contextual factors that influence speech act patterns. Furthermore, Hidayat et al. (2022) in their research in a junior high school in Indonesia identified the dominance of directive speech acts, especially questions and commands, which

reflects teachers' awareness of their superior role and its impact on student motivation.

Although several studies have provided insights into the use of speech acts in English as a Foreign Language (EFL) classroom, these studies were mainly conducted in public schools or secular universities, with few exploring the context of Islamic higher education in eastern Indonesia, especially West Sulawesi. The learning environment at STAIN Majene is closely connected to social norms, religious values, and local culture, which can affect communication styles. This gap emphasizes the need for more research tailored to the specific context.

Based on these gaps, this study examines speech act patterns in English as a Foreign Language (EFL) classroom interaction at STAIN Majene and identifies factors that influence their use. It aims to offer a more comprehensive understanding of the connection between language use, classroom dynamics, and sociocultural contexts in EFL learning, while also providing practical guidance for instructors to develop more adaptable and effective communication strategies tailored to student characteristics. Therefore, this study is titled **“Analyzing Patterns of Speech Acts in EFL Classroom Interaction at STAIN Majene.”**

B. Research Questions

Based on the research background presented above, the researcher identifies two main problems to be addressed in this study, as follows:

1. What speech act patterns are used by lecturer and students in EFL classroom interactions at STAIN Majene?
2. What factors influence the use of speech acts in EFL classrooms?

C. Research Objectives

Based on the identified problems, this study aims to achieve the following objectives:

1. To analyze the speech act patterns used by lecturer and students in EFL classroom interactions at STAIN Majene.
2. To analyze the factors that influence the use of speech acts in EFL classroom interactions at STAIN Majene.

D. Research Significances

This study offers both theoretical and practical insights into analyzing speech acts in English as a Foreign Language (EFL) classroom interaction, particularly within Islamic higher education. Therefore, the significance of this research is highlighted as follows:

1. Theoretical Significance

Theoretically, this research is expected to contribute to developing pragmatic studies, especially in understanding the patterns of speech acts that emerge in interactions between a lecturer and students in English as a Foreign Language (EFL) class at STAIN Majene. Based on Searle's (1979) speech act theory, this research focuses on the possibility of various categories of speech acts, such as representative, directive, commissive, expressive, and declarative, in communication practices in the classroom. In addition, this research is also expected to open up understanding of factors that can influence the realization of speech acts in EFL class, both linguistic and contextual. Thus, this research is expected to expand the application of Searle's framework in language education

and contribute to theoretical discussions on the dynamics of classroom interactions in Islamic higher education context.

2. Practical Significance

Practically, this research is expected to provide a tangible contribution to stakeholders in the teaching and learning of English as a Foreign Language (EFL), particularly in Islamic higher education institutions. By examining speech act patterns and the factors that influence them in classroom interactions, this research seeks to present a more comprehensive picture of the role of language in supporting the learning process. A more precise understanding of how speech is used in classroom communication is expected to assist a lecturer in designing more effective communication strategies tailored to student needs. This will improve the quality of interactions between a lecturer and students in an EFL class, enabling more optimal learning objectives to be achieved.

a. For Students

This study helps students better understand speech act patterns in classroom interactions. By recognizing the types of speech acts commonly used by lecturers and students and understanding the factors influencing their use in English as a Foreign Language (EFL) context, students can improve their pragmatic competence, build greater confidence in using English, and reduce anxiety during interactions. Furthermore, the insights gained from this study are expected to encourage students to participate more actively in classroom discussions and interactions.

b. For Lecturers

This study offers practical insights for a lecturer in EFL contexts by highlighting how awareness of speech acts can improve classroom interactions. Understanding how speech acts work enables lecturers to design teaching strategies that convey material and foster meaningful communication. Lecturers can create a more engaging, supportive, learner-centered environment by consciously balancing representational, directive, and expressive acts. Furthermore, this awareness can help lecturers respond more effectively to students' needs, encourage active participation, and build a classroom atmosphere that motivates learners to use English confidently. Ultimately, the findings of this study serve as a reminder that lecturers' communicative choices significantly shape the quality of interactions and learning outcomes in EFL classrooms.

c. For Future Researchers

This study provides a practical contribution as a reference for researchers and academics interested in classroom discourse analysis, pragmatics, and speech act theory in English as a Foreign Language (EFL) learning. These findings can serve as an empirical basis for further research in various educational contexts, including Islamic universities and learning environments with varying levels of English proficiency. For additional research, this study opens up opportunities to explore the application of speech act theory in digital or technology-based learning, as well as the impact of cross-cultural factors on communication strategies in EFL classrooms.

E. Research Scope

This study analyzes verbal speech act patterns and the factors influencing their use in EFL classroom interactions at STAIN Majene. This study examines formal oral communication between lecturers and students during learning sessions, excluding nonverbal cues and informal interactions outside the classroom. Thus, the findings provide contextual insights into verbal communication in Islamic higher education.

CHAPTER II

LITERATURE REVIEW

This chapter reviews previous related studies, some pertinent ideas, and the conceptual framework that forms the primary basis for this research. The discussion in this chapter is structured to strengthen the theoretical foundation and provide a clearer picture of the research's direction and focus.

A. Previous Related Studies

Previous studies have examined speech act patterns in EFL classrooms and the factors that influence their use, such as psychological and institutional contexts. This study provides a theoretical basis for understanding how classroom communication is formed and supports the current research. Therefore, a review of some relevant studies is presented as follows:

The first study conducted by Sriwahyuni et al. (2024) entitled “An Analysis of Speech Act Strategy Used by Teacher in Teaching English as Foreign Language” provides an in-depth understanding of how teachers use speech acts to improve student interaction and learning outcomes. This qualitative descriptive study involved two teachers from the Faculty of English Education at Makassar State University with at least five years of EFL teaching experience. Participants were selected through purposive sampling techniques, and data were collected through observation, video recordings, and semi-structured interviews. Data analysis refers to the speech act theory framework developed by Sudarmawan et al. (2022), and the results showed that teachers used 122 locutionary acts, 107 illocutionary acts, and seven perlocutionary acts.

The second study by Darong (2024), entitled "Conversational Analysis: Types and Function of Speech Acts in EFL Classroom Interaction," aims to analyze the types and functions of speech acts used by teachers and students in interactions in EFL classes. This study uses a qualitative descriptive approach with a passive observation method, where the researcher only observes and records without being directly involved in the interaction. Data were also recorded to ensure the accuracy of the analysis, which was then examined using the principles of Conversation Analysis (CA) to understand the patterns of speech acts used in learning. The results showed that teachers produced more speech acts than students, with 518 acts from teachers and 125 from students. This finding suggests that the role of teachers in classroom communication remains dominant, while students' contributions to conversation are relatively less.

The third study, conducted by Hidayat et al. (2022), entitled "Speech Acts in English Classroom: A Case at a Junior High School in Indonesia," aims to classify the types of speech acts used by teachers and students in EFL classes at the secondary school level. A qualitative descriptive method was used to collect data through classroom observation and transcription. The data obtained were analyzed descriptively by comparing and categorizing the types of speech acts that emerged based on Searle's speech act classification theory. The study results showed that in EFL classroom interactions at the secondary school level, the most dominant types of speech acts were directive acts, including requests, commands, and questions. This finding suggests that teachers are more active in directing students during learning.

Finally, a study by Yanti et al. (2021), entitled "The Analysis of Speech Acts Used by EFL Teachers' in Classroom Interaction at SMAN 2 Mataram in Academic Year 2021/2022," aims to identify the types of speech acts used by English teachers in classroom interactions. This study uses a qualitative descriptive approach and is classified as a case study. Data were collected through observation and audio-video recordings, then transcribed and analyzed using Searle's speech act theory. The results showed that teachers used four types of speech acts: directive acts (70% of total utterances), representative acts (20%), expressive acts (8%), and commissive acts (3%). These findings indicate that directive acts are the most dominant form of communication in classroom interactions.

Based on the analysis of previous studies, the researcher found similarities and differences with the research to be conducted. The following table summarizes the similarities and differences between previous studies and this research:

Table. 2. 1. Table of Similarities and Differences Previous Related Studies

No	Researcher & Year	Similarities with This Study	Differences from This Study
1	Darong (2024)	This study and previous study both use qualitative approach.	The previous study's subjects were junior high school teachers and students. In contrast, this study involved lecturers and students of the English Language Education study program at STAIN Majene.
		Previous study and this study use field notes as supporting instruments in data collection.	Previous study and this study have different subjects. Previous study only involved one subject, a professor, while

			this study included lecturers and students as participants.
2	Sri Wahyuni et al. (2024)	Previous study and this study analyze data using Searle's speech act theory.	The previous study involved two lecturers from the Faculty of English Education at Makassar State University. In contrast, this study includes lecturers and students from the English Education study program at STAIN Majene.
3	Hidayat et al. (2022)	Previous study and this study use Searle's speech act theory as the basis for data analysis.	Previous study applied qualitative methods with a descriptive design, while this study uses qualitative methods with a case study design
4	Yanti et al. (2021)	Previous research and this research use data triangulation to ensure data validity.	The previous study involved an EFL teacher at the high school level as the subject, while this study includes lecturers and students of the English Language Education study program.

B. Some Pertinent Ideas

1. Speech Acts in EFL Context

a. Definition of Speech Acts

According to Cambridge Dictionary defines speech as "The ability to talk, the activity of talking, or a piece of spoken language." In linguistic studies, speech refers to units of spoken language used in communication, which reflect how individuals convey specific ideas, emotions, and intentions to others. Speech can be in words, phrases, or sentences, each containing meaning depending on the context of its use, whether in everyday conversation, academic discussions, or professional interactions (Nasution & Tambunan, 2022)

In addition to its role as a verbal expression, speech includes social and pragmatic dimensions that shape human interaction (Munandar & Newton, 2021). Each utterance contains literal meaning and contextual implications, which are influenced by factors such as the communication environment, the relationship between speaker and listener, and cultural norms. Thus, an utterance cannot be understood in isolation but must be analyzed for its use in a particular context.

In pragmatics, utterances are not just combinations of words but fundamental parts of communication that perform specific functions. This leads to speech acts, which refer to how utterances function as actions in communication (Austin, 1962; Searle, 1969). Speech acts highlight that language is a medium for conveying information and a tool for carrying out actions, such as making requests, issuing commands, or expressing emotions.

Speech acts are important in linguistic studies because they describe how language users convey meaning and influence interactions (Tanduk, 2023). Speech acts occur in various communication contexts, such as giving instructions, making promises, or expressing emotions. These actions shape the meaning of speech and determine the dynamics of social interaction.

Furthermore, Uswatunnisa & Asrifan (2022) argue that speech acts reflect the speaker's psychological condition and linguistic competence in navigating various communication situations. Beyond its linguistic

meaning, speech also carries social meaning, contributing to forming and maintaining interpersonal relationships. For example, issuing commands provides instructions and builds a hierarchical structure in an interaction. Likewise, expressing emotions can foster closeness or create distance, depending on the context and its delivery.

Beyond linguistic meaning, every utterance contains social meanings that shape and maintain interpersonal relationships. For example, issuing a command instructs and establishes a power structure in an interaction. Similarly, expressing emotions can foster emotional closeness or create distance, depending on the context and manner of delivery.

Understanding speech acts is essential to developing practical communication skills. Sari (2025) explains that understanding speech acts allows individuals to recognize how language facilitates social relationships. This understanding helps overcome communication barriers and enhances one's ability to influence others, making it an important skill in everyday interactions.

b. Classification of Speech Acts

In linguistic studies, speech acts are understood as a concept that emphasizes that speech functions to convey information and as a tool for carrying out social actions. This concept was first introduced by Austin (1962) through speech acts theory. Nurhalizah et al. (2022) stated that speech acts can be categorized into several types of actions.

1. Locutionary acts: The locutionary act is the most elementary form of speech act, defined as the arrangement of words spoken by the speaker. The function of locutionary speech acts is to serve as a fundamental component of language, facilitating the conveyance of meaning.
2. Illocutionary acts: The illocutionary act is the function of the locutionary act, namely the meaning or purpose of the words spoken by the speaker. In this speech act, the speaker communicates information and performs certain social acts. Illocutionary speech acts are essential for understanding the social context of communication because the speaker's intention is often more important than the literal meaning of the words spoken.
3. Perlocutionary acts: The perlocutionary acts refer to the impact or influence of an utterance on the listener. In this speech act, the focal point is the response or reaction after the utterance. Perlocutionary speech acts indicate that these utterances can have a further impact on a speech act that can influence the behaviour of others in a social context.

c. Types of Speech Acts

In linguistic studies, Searle (1979) explains the concept of illocutionary speech act as actions carried out by speakers when communicating. This concept was then developed by Searle (1979), who classified speech acts based on their function in communication. Speech act classification, according to Searle, consists of the following:

- a. Representative: A representative speech act encourages or directs someone to act according to the speaker's intention. This speech act is often found in various communication situations, such as instructions in the classroom, orders in the work environment, or requests in everyday conversation. In addition, other types of utterances function to convey facts or provide information that can be verified. These utterances usually appear in academic contexts, news, or scientific discussions, where the accuracy and truthfulness of the information are paramount.
- b. Directive: A directive is a speech act encouraging or asking the listener to do something. The primary purpose of this act is to produce a change in the listener's behavior. In this category, the speaker uses language to influence the listener's actions, and the success of this speech act often depends on the listener's response.
- c. Commissive: The commissive act is one type of speech act that requires the speaker to commit to acting in the future. In other words, through this utterance, the speaker consciously creates an obligation for himself to fulfil what has been said. In practice, commissive illocutionary acts aim to match reality with the words delivered. Some examples of this action are making a promise to someone, offering a favor or something of value, and refusing a request. Commissive utterances are often found in various communication situations,

whether in everyday conversations, formal discussions, or binding agreements or contracts.

- d. Expressive: Expressive illocutionary speech is a form of communication used to express one's feelings, emotions, or psychological attitudes towards a specific situation, event, or statement. This type of speech often appears in daily interactions, such as when someone expresses gratitude, apology, admiration, or even disappointment towards something. In other words, expressive illocutionary speech shows how the speaker responds to a situation emotionally, so it can help create closer social relationships and clarify the intent of a conversation.
- e. Declarative: Declarative speech acts are a form of communication that conveys information and has the power to change a situation or create a new reality through spoken statements. This type of speech act is often used in official or ceremonial situations, where the words spoken directly impact the status or condition of a person or thing. For example, in a baptismal procession, a religious leader officially declares that a person has become part of the spiritual community. Similarly, in marriage, when a headman or priest pronounces a legal statement, the couple's status changes to husband and wife. Likewise, in naming, an individual or object acquires a new identity through a statement given by an authorized authority. Thus, declarative speech

acts are essential in various social and legal aspects of life because certain utterances can legally enact a decision or change.

2. EFL Classroom Interaction

a. Definition of Interaction in EFL Class

Interaction in the EFL classroom is about creating a lively learning environment where students and teachers, as well as students with each other, can exchange ideas and information and provide feedback to each other to support language learning. This interaction involves verbal and non-verbal communication that helps students practice and improve their language skills effectively. Classroom communication is integral to language learning because it dramatically influences how students understand and apply knowledge.

In the context of the EFL classroom, interaction plays a vital role in language acquisition because it allows students to use the language they are learning in authentic situations. EFL classrooms rely on effective interaction, and students often have difficulty understanding the complexities of learning a foreign language (Marliana et al., 2024).

Anita et al. (2023) argues that speech acts have a vital role in language, especially in the context of communication. Speech acts are the way we use language to interact and do things, such as giving orders, asking questions, giving feedback, and encouraging students to actively participate in the learning process. These functions are essential in guiding

students during learning, staying motivated, and helping them understand the subject better.

Arshad et al. (2024) also emphasized that communication is crucial in teaching and learning. When lecturers and students interact meaningfully, the classroom atmosphere becomes more enthusiastic and supports the development of students' language skills. Good interaction also helps students understand the material better and increases their confidence in using the language being learned. With proper communication, teachers can help students overcome learning difficulties and encourage them to express themselves better.

In the classroom, we often see teachers using language to organize activities and provide clear directions, for example, with commands such as "Please open your Pragmatics textbook to page 10". The goal is to help students stay focused on the subject matter. Students also use language to express themselves and convey information, seek clarification, or even express their concerns. For example, a student who says, "I don't understand the explanation of this part. Can you explain it again?" shows that the student is actively involved in learning and highly motivated to understand the material better.

From this interaction, we can see how crucial speech acts are in classroom conversations. Speech acts enrich classroom discussions and contribute to creating a more interactive and student-focused learning environment (Oktavia et al., 2020). By analyzing and understanding

speech act patterns in EFL classrooms, teachers can improve their teaching strategies, making learning more engaging, responsive, and appropriate to students' linguistic and intellectual needs.

b. Types of Interaction: Lecturer-Student and Student-Lecturer Communication

Interaction between lecturers and students plays a vital role in shaping classroom dynamics and determining the effectiveness of the English learning process. The way lecturers communicate with students directly affects their engagement and participation in class (Montenegro, 2022). Classroom communication can be categorized into two main types: lecturer-student interaction, where the lecturer initiates communication, and student-lecturer interaction, where students take an active role in interacting with the lecturer.

1. Lecturer-Student Interaction

Lecturers usually use diverse methods to get students actively involved in learning. Some are by asking questions, providing clarification, and providing constructive feedback. Through questions, lecturers can discover how far students understand, encourage them to think critically, and practice their English-speaking skills. For example, lecturers can ask, "What do you think about the article we just discussed?" This question tests students' understanding and encourages them to analyze and express their opinions in English.

Clarification or re-explanation is one strategy that lecturers often use to ensure student understanding. If some students do not seem to understand, lecturers can help by saying, "Is there anything you want me to explain again? Or maybe there is another way I can use to convey this material?" Not only that, but feedback given by lecturers is also essential for student learning development. For example, lecturers can provide positive and constructive feedback such as, "Your answer shows good understanding, but try to explain it in more detail." Feedback like this can motivate students to continue learning and developing their language skills.

2. Student-Lecturer Interaction

While lecturer-led communication is essential, student-initiated interactions are crucial in encouraging an interactive classroom environment. When students actively engage with lecturers by asking questions, expressing opinions, or seeking clarification, they take ownership of their learning. This type of interaction enhances their understanding of the material and builds their confidence in using English actively in an academic setting.

For example, a student might ask, "Can you explain that material again with a different example?" or express a different point of view by saying, "I have a different opinion about this material because..." These interactions demonstrate the student's ability to think critically and use English to communicate. In addition, this kind of active engagement helps

create a more dynamic discussion and enriches shared understanding in the classroom.

According to Andini et al. (2024), open-ended questions from students can trigger more lively discussions. Questions such as "What is the purpose of studying this theory?" encourage students and lecturers to think deeper and discuss interactively. Furthermore, lecturers' appreciation of students' opinions can increase their confidence in speaking English, thus encouraging active participation in the future.

The ideal English as a Foreign Language (EFL) class allows active interaction between lecturers and students, creating a communicative learning atmosphere. The lecturer acts as a facilitator who provides structured guidance and encourages students to dare to participate in discussions, ask questions, and engage in meaningful conversations. With this two-way communication approach, students can improve their English language skills, think critically, and grow their confidence to use English in academic and everyday contexts.

Great lecturers know how to make the classroom a fun place to learn. They use various ways to engage students so that they not only listen to the lecturer talking but also participate in discussions and share ideas. In this way, students can learn English better and feel more confident when speaking English.

c. The Role of Speech Acts in Improving Classroom Communication Skills

Speech acts are essential in improving communication competence, especially in language learning (Rosdiana, 2023) Through the use of various speech acts, including locution, illocution, and perlocution, students understand the learning material comprehensively and develop critical thinking skills. Class discussion activities often become a forum for students to apply speech acts in conveying ideas, asking questions, or providing responses. The interactions established through these speech acts enrich the learning experience and deepen students' understanding of the material discussed.

In addition, expressive speech acts, such as gratitude and praise, contribute significantly to creating a positive learning atmosphere. Lecturers use of expressive speech acts can increase students' motivation to participate actively in learning. Pasaribu et al. (2022) noted that communication involving expressive speech between lecturers and students can strengthen conceptual understanding and build closer relationships.

Applying various speech acts in classroom interactions improves students' understanding of the material and develops essential communication skills in academic and everyday life contexts. Therefore, educators need to understand and implement effective communication strategies, including the use of appropriate speech acts, to create an

interactive learning environment and support the development of students' communication skills.

3. Factors Influencing the Use of Speech Acts in EFL Classroom Interaction

The following explains the factors influencing the use of speech acts in EFL classroom interactions between lecturers and students. These factors were obtained from a review of various research articles relevant to this topic. Thus, this description is expected to provide a more comprehensive picture of the context of speech act use in English as a foreign language learning environment.

a. Role and Social Status (Lecturer vs Students)

The dynamics of interaction in EFL classrooms are greatly influenced by the roles and statuses held by learners and lecturers. As authority figures, lecturers inherently tend to dominate the use of directive speech acts, such as giving clear instructions, managing learning tasks, and providing constructive corrections to students' mistakes (Arbain et al., 2024). In addition, the role of lecturers also requires them to frequently use representative speech acts in delivering lesson materials, explaining complex concepts, and providing relevant information. The dominance of this type of speech act reflects the lecturer's responsibility in guiding and facilitating the learning process.

In contrast, students, with their status as learners, show variations in the use of speech acts influenced by their level of language proficiency and self-confidence (Lan et al., 2024). Students with better language skills tend to

be more active in using commissive speech acts, for example when expressing their willingness to complete a task, as well as directive speech acts in the form of questions to ask for clarification or assistance. They are also more likely to use representative speech acts to answer lecturer questions or share their understanding. However, students who are less confident or have lower proficiency levels may be more passive and tend to use more reactive speech acts, such as giving short answers or following instructions without asking many questions. Therefore, an individual's status in the classroom is an important factor that influences verbal participation and the type of speech act that is predominantly used.

b. Learning Objectives and Assignments

The learning objectives set for each class session and the types of tasks given have a significant influence on the spectrum of speech acts that emerge in the interaction. When the main focus of learning is on in-depth understanding of grammatical aspects or vocabulary, verbal interactions are often dominated by representative speech acts from the lecturer who attempts to explain rules and meanings, followed by representative or directive responses (in the form of confirmatory questions) from students. When learning activities are designed to develop speaking and interaction skills directly, such as through group discussions, simulations, or role-playing, the diversity of speech acts used becomes richer.

In the context of communication-oriented activities, students are encouraged to use expressive speech acts to convey opinions, agreement, or

disagreement, commissive speech acts when making offers or promises in the context of roles, and directive speech acts to request information, give advice to group mates, or negotiate meaning (Rini et al., 2024). Collaborative tasks specifically trigger the use of speech acts that support cooperation, such as asking for clarification, providing assistance, agreeing with an idea, or criticizing politely. Thus, the instructional design and types of tasks chosen by the lecturer directly shape the landscape of speech acts that occur in the EFL classroom.

c. Social and Cultural Context

The social and cultural context in which EFL classroom interactions take place plays a subtle but important role in influencing how speech acts are understood and expressed. According to Mambetniyazova et al. (2024), the prevailing politeness norms in the local cultures of students and teachers can significantly influence the word choices, linguistic strategies, and levels of formality used when delivering different types of speech acts. For example, in some cultures, it may be considered impolite to directly criticize, so students or even lecturers may use indirection or implication strategies to convey disagreement or correction. As stated by Usmani & Almarsham (2024), a deep understanding of the socio-cultural background of learners is crucial for teachers to interpret the true intentions behind students' speech acts and respond appropriately and sensitively.

Furthermore, the cultural values held in the school environment and the surrounding community can also shape expectations about how polite and

effective interactions should occur. For example, a culture that places a high value on respect for teachers may restrict students from using speech acts that are considered too informal or confrontational. Therefore, the social and cultural context influences not only linguistic choices but also the unwritten norms of interaction in the EFL classroom.

d. Dynamics of Lecturer-Student Relationships

The quality of interpersonal relationships between lecturers and students creates a significant emotional foundation in shaping communication patterns in EFL classrooms. Relationships characterized by mutual trust, empathy, and support will empower students to feel more comfortable and courageous in using various types of speech acts (Yoon, 2023). In a positive environment, students tend to be more active in asking questions without fear of being considered ignorant, openly expressing their learning difficulties, and actively participating in class discussions by expressing their opinions and ideas. This courage includes the use of speech acts that might be considered 'riskier' in the context of a less good relationship.

As found by Marengo et al. (2021), conversely, tense, less supportive, or fear-based relationship dynamics can inhibit students from using a wide spectrum of speech acts. They may be more reluctant to ask questions for fear of being belittled, avoid expressing different opinions for fear of being criticized, or only provide minimal responses to avoid deeper interactions. Lecturers who successfully build positive and supportive relationships create a safe and conducive classroom climate for students to experiment with

language, take risks in communication, and use various communicative functions more freely and effectively.

e. Lecturer Teaching Strategies

The teaching approaches and strategies implemented by lecturers have a direct and significant impact on the types and frequency of speech acts they use and encourage in students. Based on Yoon (2023), lecturers who actively use open-ended questions not only encourage students to provide longer and more complex answers, often involving deeper representative speech acts, but also encourage them to use expressive speech acts to convey personal thoughts and interpretations. In addition, the use of constructive and supportive feedback, which focuses not only on error correction but also on reinforcing effective language use, can positively influence how students respond to and use speech acts in subsequent interactions.

Furthermore, the way lecturers manage interactions in the classroom, including providing fair opportunities for all students to speak, encouraging active participation through various techniques (e.g., think-pair-share), and facilitating meaningful discussions, overall shape the dominant speech act patterns. Effective lecturers create an environment where different types of speech acts are valued and encouraged, thereby enriching the language learning experience and developing students' communication skills holistically.

f. Pragmatic Competence of Students

The level of pragmatic competence possessed by students, namely their ability to use language effectively and appropriately in a particular social context, plays a crucial role in determining the success of their use of speech acts in EFL classroom interactions (Yulian & Mandarani, 2023). Students with good pragmatic competence are able to choose the most appropriate speech act to achieve their communicative goals, understand the implications and hidden meanings behind other people's utterances, and adapt their language style to different situations and interlocutors. This ability includes an understanding of politeness rules, conversational implicatures, and how social factors influence language interpretation and production.

According to Yulian & Mandarani (2023), conversely, a lack of pragmatic understanding can be a major source of misunderstanding and inaccuracy in the use of speech acts. Students may use speech acts that are grammatically correct but pragmatically inappropriate or even offensive in a particular context. Therefore, the development of students' pragmatic competence is an important aspect of English language teaching, and this ability directly affects the effectiveness of their communication and interaction in the EFL classroom.

g. First Language (L1) and Interlanguage Transfer

The influence of students' first language (L1) can significantly color the way they use speech acts in English. Grammatical structures, intonation patterns, and especially pragmatic norms inherent in the L1 are often

transferred into their English production (Usmani & Almashham, 2024). For example, very different politeness strategies between the L1 and English can cause students to use speech act patterns that may feel impolite or inappropriate in an English-speaking context. In addition, common ways of conveying refusals, requests, or compliments in the L1 can be directly translated into English without considering cultural and linguistic differences.

It is therefore important for teachers to be aware of this potential for interlanguage transfer and to explicitly teach aspects of pragmatics in English. Appropriate guidance can help students develop an awareness of the differences between the L1 and English in terms of appropriate and effective speech act use. By understanding the influence of the L1, teachers can design learning activities that specifically target the development of students' pragmatic competence in English, thereby minimizing the risk of misunderstanding and increasing the fluency and appropriateness of their communication.

h. Lecturer Feedback and Correction

The way lecturers provide feedback and correction on students' speech act use has a profound impact on the development of their pragmatic abilities. Effective feedback not only focuses on grammatical accuracy and pronunciation, but also explicitly addresses the pragmatic appropriateness of the speech act used (e.g., the appropriateness of word choice in making requests, the level of politeness in giving criticism). When lecturers provide sensitive and constructive feedback on pragmatic aspects, students become

more aware of how language is used effectively in different social contexts in the EFL classroom (Alkawaz et al., 2023).

Correction given with students' sensitivity in mind and a focus on learning, not just on errors, encourages students to learn from their experiences and gradually improve their ability to use speech acts appropriately and effectively. Continuous and specific feedback on speech act use helps students develop a better understanding of communicative norms in English and improves their overall pragmatic competence.

C. Conceptual Framework

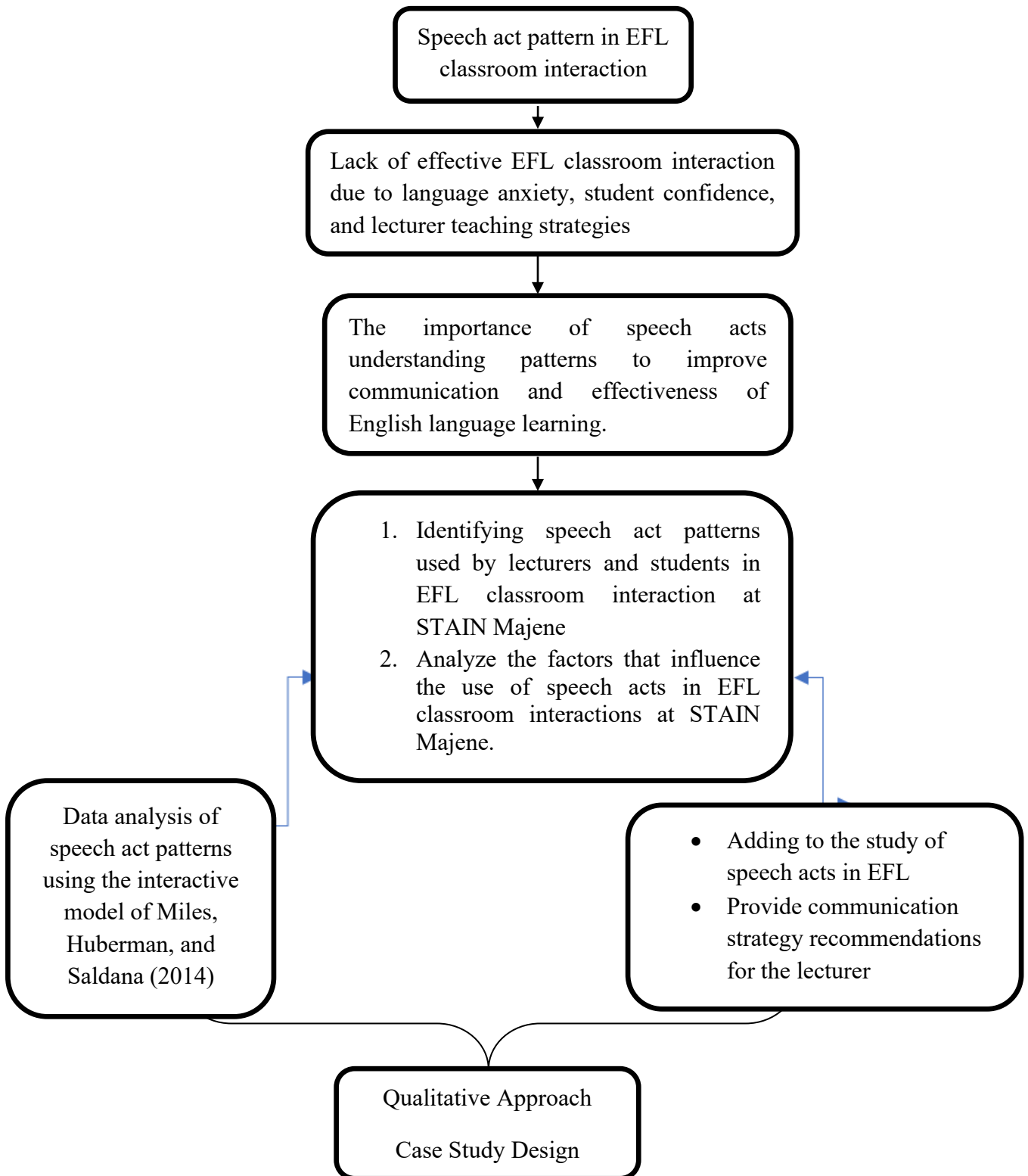


Figure 2.1. Conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter describes the research method, including design, location, subjects, instruments, data collection procedures, data analysis techniques, and data validity testing, to ensure that the research is systematic and accountable.

A. Research Design

This study used a qualitative approach to understand how speech acts emerge in classroom interactions in English as a Foreign Language (EFL). This approach was chosen because, as Sugiyono (2021) explained, qualitative research focuses on the meanings individuals and groups attach to social phenomena. Therefore, this study aims to explore the speech acts used by a lecturer and students in EFL classroom communication.

To support this objective, this research employed a case study design. This design allowed researcher to examine in detail the speech acts between a lecturer and students at STAIN Majene. Consistent with Sugiyono's (2021) perspective, case studies provide an opportunity to explore a limited system in depth, thus yielding a comprehensive picture of the phenomenon under study.

B. Research Location

This research was conducted at STAIN Majene, located on Jl. Jend. Ahmad Yani, Passarang Village, Totoli, Banggae District, Majene Regency, West Sulawesi. This location was chosen because during the research, various challenges were found in classroom interactions, such as language anxiety, low student self-confidence, frequent miscommunication, and misunderstandings

between a lecturer and students regarding the utterances used, as well as variations in teaching strategies applied by a lecturer. These conditions have influenced how students and a lecturer produce and respond to speech acts in class, whether in the form of requests, questions, commands, or responses, thus making the English as a Foreign Language (EFL) class at STAIN Majene a relevant context for analyzing speech act patterns in English learning interactions.

C. Research Subject

In this study, the researcher used a purposive sampling technique to select the English Debate and Critical Speaking course, with one lecturer and 11 fourth-semester students in the English Language Education Study Program at STAIN Majene as participants. A lecturer was involved because the speech acts produced during the learning process play a crucial role in shaping interaction patterns. At the same time, the students were selected because this course requires them to create various types of speech acts, such as statements, questions, objections, and responses.

This participant selection was supported by initial observations and brief interviews with several students, which revealed significant variation in verbal participation. Some students appeared active in speaking English, while others remained hesitant or passive. This situation confirms that the use of and responses to speech acts are strongly influenced by the social context and communication patterns between a lecturer and students, making this class relevant for analysis.

D. Research Instruments

1. Observation Sheet

This study used an observation sheet to record speech acts during classroom interactions in English as a Foreign Language (EFL). The sheet was systematically designed to document various types of speech acts that occurred during the learning process. Furthermore, referring to Searle's (1979) theory, the speech acts obtained were analyzed through locutionary, illocutionary, and perlocutionary.

2. Interview Guideline

Another instrument used in this study was an interview guideline for a lecturer and students in the English Debate and Critical Speaking course. The semi-structured interviews allowed the researcher to obtain focused information and explore whether the information received was insufficient. This ensured that the interview remained focused on the research objectives, allowing the researcher to get richer and more comprehensive data.

Interviews with the lecturer focused on communication strategies and types of speech acts commonly used in EFL classroom interactions. The researcher also inquired about the extent to which a lecturer was aware of the intent and impact of her speech acts. Furthermore, a lecturer was asked to explain how she encouraged students to understand and respond to the speech acts during the lesson.

Meanwhile, interviews with students aimed to explore their reactions to utterances typically used by a lecturer in English classroom interactions. In

addition to examining the factors influencing students' use of speech acts when interacting with a lecturer, the researcher also asked students to recall their experiences with specific utterances and explain how they interpreted and responded to them. This provided a comprehensive overview of communication dynamics between a lecturer and students.

Thus, these interviews not only supplemented the classroom observation data but also provided personal perspectives from the participants. Analysis of the interview data helped clarify that several factors influence the use of speech acts by a lecturer and students in EFL classroom interactions at STAIN Majene. Therefore, interviews serve as an essential tool for understanding how the choice of speech acts is inseparable from the underlying and influencing factors.

E. Procedure of Collecting Data

The data collection process in this study was carefully designed to ensure that the data obtained were valid, relevant, and aligned with the research focus on speech acts in English as a Foreign Language (EFL) classroom interaction at STAIN Majene. The steps taken were as follows:

1. The researcher contacted the lecturer responsible for the English Debate and Critical Speaking course to explain the purpose and scope of the research and to ask permission to make observations and interviews.
2. After receiving the initial approval, the researcher submits the research ethics document to the lecturer and student. This document consists of the research explanation sheet, the request for participation letters, and the approval form.

3. After the official permit is granted, the researcher schedules two observation sessions for the class.
4. The researcher prepared a documentation tool by placing a cellphone on a tripod in the middle of the class to get the best recording angle during the observation process.
5. Before starting the recording, the researcher again asked for permission from the lecturer and student, even though the written approval had been obtained, as a form of respect for their privacy.
6. During observations, researcher examine and record data on observation sheets regarding speech actions used in class interactions. The data are then analyzed using the theory of Searle Speech (1979), focusing on locution (what is said), illocution (the meaning intended), and perlocution (effect).
7. The researcher conducted individual interviews with the lecturer and eleven students to explore their perceptions of the factors that influence the use of speech in the EFL class interaction at STAIN Majene.
8. After completing the research activity, the researcher thanked all respondents for their cooperation.
9. Finally, all data, including class recordings, observation sheets, and interview results, were stored safely and handled ethically to maintain the confidentiality of participants in accordance with the principles of qualitative research.

F. Technique of Data Analysis

The data in this study were analyzed using a qualitative interactive model developed by Miles, Huberman, and Saldana (2014). This model includes four

interrelated components: data collection, data condensation, data presentation, and drawing or verifying conclusions. NVivo 12 Plus software was used to manage and analyze the research data, particularly in thematic coding, categorization, and pattern identification to support the analysis.

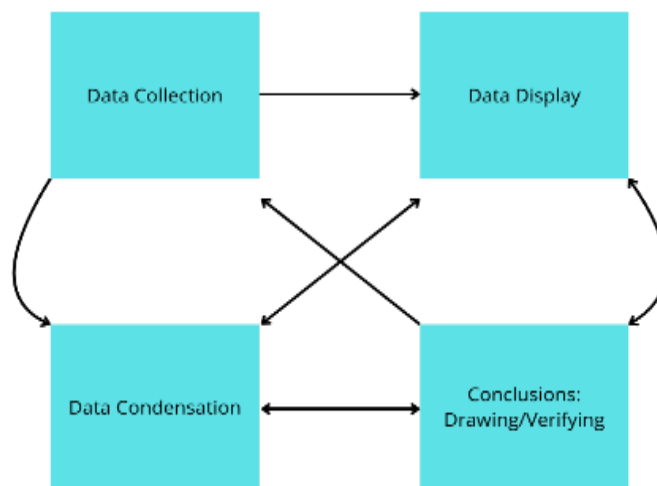


Figure 3.1. Interactive Data Analysis Model.
(Adapted from Miles, Huberman, & Saldana, 2014).

a. Data Collection

Data were collected through non-participant classroom observations during two sessions of the English Debate and Critical Speaking course at STAIN Majene. Interactions between a lecturer and students were recorded using mobile phone video recording devices to ensure complete documentation of the conversations. Furthermore, the researcher used observation sheets to record every utterance made by the lecturer and students during the learning interactions. After data collection, all research documents, including video transcripts of classroom observations, observation notes, and interview recordings, were imported into NVivo 12 Plus software to support the qualitative data management and analysis process.

b. Data Condensation

After collecting the data, the researcher conducted a data condensation process to filter relevant information from the classroom observation video transcripts, observation sheet, and interview recordings. This stage was carried out through data coding using NVivo 12 Plus, focusing on the main categories, namely the types of speech acts of each utterance and the factors that influence their use in the classroom. Data deemed relevant were then immediately classified based on codes per the theory, so that the information obtained was more organized and simplified for further analysis.

c. Data Display

The coded data was then presented visually using the explore feature in NVivo 12 Plus to support the interpretation process. In this stage, the researcher utilized a project map model to visualize the factors influencing the use of speech acts in English as a Foreign Language (EFL) classroom interaction. This feature enabled the researcher to more clearly see the interrelationships between elements, thus forming a coherent and comprehensive conceptual framework.

d. Conclusion Drawing/Verification

The research conclusions were obtained through the process of identifying recurring patterns, analyzing relationships between categories, and examining factors influencing the use of speech acts in classroom interactions. Furthermore, the researcher conducted repeated reflections on various data and code categories processed with NVivo 12 Plus to ensure that the conclusions generated were

consistent, in-depth, and appropriate to the context of EFL learning at STAIN Majene.

G. Data Validity Testing

This study employed triangulation as a validity testing method to ensure the credibility and reliability of the findings. According to Sugiyono (2021), triangulation is an effort to cross-verify data through the use of various data sources, methods, or time points in qualitative research. In this study, the forms of triangulation used are limited to source triangulation and time triangulation, as described below.

a. Triangulation of Source

Source triangulation was conducted by the lecturer and students in the English Debate and Critical Speaking course at STAIN Majene. Both groups actively participated in class interactions and served as sources of information through observations and semi-structured interviews. This allowed for cross-comparability and cross-verification of the data to enhance the validity of the research findings.

b. Triangulation of Time

Data validity was also strengthened through time triangulation, which involved observing two class sessions on different days. This method allowed researchers to assess the consistency of speech act patterns used by a lecturer and students in EFL classroom interactions in the English Debate and Critical Speaking course. In addition to observations, interviews with the lecturer and

students were conducted after each session to explore their views on factors influencing speech act use.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the research findings followed by a discussion, which is intended to answer the research questions formulated in Chapter I, namely, Analyzing Patterns of Speech Acts in EFL Classroom Interaction at STAIN Majene.

A. Findings

1. Patterns of Speech Acts Used by Lecturer and Student in EFL Classroom Interaction at STAIN Majene

In this findings section, the researcher describes the speech act patterns used by a lecturer and students in EFL classroom interactions at STAIN Majene. Data collected through classroom observations were analysed using Searle's (1979) speech act theory framework, resulting in a picture of the frequency and variation of speech acts used by both parties. The speech act patterns used by a lecturer and students are presented in the following bar chart to clarify these results.

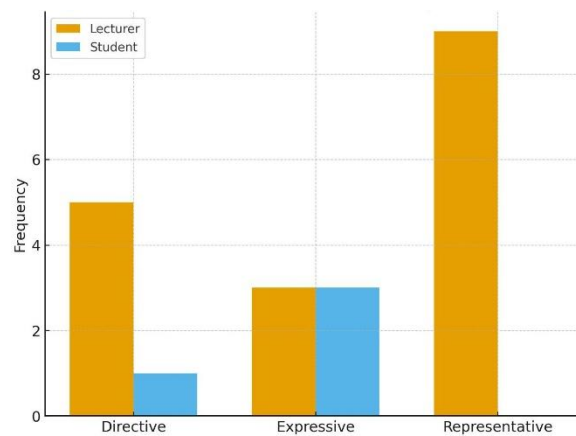


Figure 4.1. Patterns of Speech Acts Used by Lecturer and Students in EFL Classroom Interaction in the English Debate and Critical Speaking Course

The bar chart above illustrates the speech act patterns used by a lecturer and students in the English Debate and Critical Speaking courses at STAIN Majene. Theoretically, there are five speech acts: representative, directive, commissive, expressive, and declarative. However, the results of this study only found three types of speech acts: representative, directive, and expressive. Of these three patterns, a lecturer appeared more dominant in using representative speech acts nine times, followed by directives five times, and expressives three times. Meanwhile, students only displayed expressive speech acts three times and directives once, without using representative, commissive, or declarative speech acts.

These findings indicate that classroom interaction is essentially two-way communication. However, the communication pattern is still dominated by the active role of the lecturer, while students tend to be more passive, with limited contributions to certain types of speech acts. Furthermore, a more detailed description of the speech act patterns of a lecturer and students in EFL classroom interactions at STAIN Majene is presented in the following table. The table contains several points worth noting. *Italicised* utterances are Indonesian utterances translated into English, while *non-italicised* utterances are the original English utterances. This difference in presentation arises because in the interaction process, a lecturer and students use two languages, namely Indonesian and English.

Figure 4.1. Lecturer's Speech Act Patterns in EFL Classroom Interaction in the English Debate and Critical Speaking Course

No	Utterance	Patterns of Speech Acts	
1	Well, <i>let's start today's class</i> .	Directive	<p>Locutionary: Informs that the class is about to begin.</p> <p>Illocutionary: Directs students to begin learning activities.</p> <p>Perlocutionary: Students prepare themselves and focus on starting class.</p>
2	Good morning.	Expressive	<p>Locutionary: A literal greeting in English.</p> <p>Illocutionary: Establishing a friendly atmosphere at the beginning of the class.</p> <p>Perlocutionary: Students respond with a greeting back.</p>
3	How do you feel today?	Expressive	<p>Locutionary: An utterance in the form of a question about someone's feelings or condition today.</p> <p>Illocutionary: Showing attention and building rapport with students.</p> <p>Perlocutionary: Students feel openly cared for and motivated.</p>
4	So sorry for coming late.	Expressive	<p>Locutionary: The lecturer apologized for arriving late.</p> <p>Illocutionary: The lecturer expressed regret or apologized for being late to class to teach.</p> <p>Perlocutionary: The students understood and accepted the apology.</p>
5	Last week I should give you a task, but there are so many businesses last week.	Expressive	<p>Locutionary: The lecturer said she was busy and should have given the students an assignment last week.</p> <p>Illocutionary: The lecturer provided an explanation or reason why the assignment wasn't given last week.</p> <p>Perlocutionary: The students understood the reason why the assignment wasn't given last</p>

			week.
6	<i>So, the way it works is the pro team's first and second speakers present their arguments first, followed by the first speaker from the opposing team. Then, the second speaker from the pro team and the second speaker from the opposing team. Then, the third speaker from the pro team, followed by the third speaker from the opposing team. So, it's a zigzag pattern</i>	Representative	<p>Locutionary: Explains the flow of speech in a debate.</p> <p>Illocutionary: Provides the listener (student) with an understanding of how a debate is conducted.</p> <p>Perlocutionary: Students understand and follow the explained speaking model or turn.</p>
7	<i>Actually, I forgot to mention earlier... There should have been an interruption session when the second speaker was speaking, but no one took the initiative to interrupt their friend, even though that is actually allowed.</i>	Representative	<p>Locutionary: The lecturer stated that she had forgotten to mention that there should be an interruption period during the second speaker's speech. Still, no one took the initiative to interrupt, even though such interruptions were permitted.</p> <p>Illocutionary: The lecturer acknowledged the lack of previously conveyed information and clarified the rules for interruptions in this context.</p> <p>Perlocutionary: Students became aware of the rules for interruptions that they had previously been unaware of or had not paid attention to.</p>
8	<i>It's a bit difficult if the class is online.</i>	Representative	<p>Locutionary: Lecturer expressed difficulties when classes were conducted online.</p> <p>Illocutionary: Lecturer expressed their opinions and evaluations of the online learning environment.</p> <p>Perlocutionary: Students felt that lecturer preferred face-to-face learning environments to</p>

			online ones.
9	<i>Hmm, at the end of the day, there will have to be an additional meeting to cover the empty one.</i>	Representative	<p>Locutionary: The lecturer explained that an additional meeting would eventually replace the empty meeting.</p> <p>Illocutionary: The lecturer provided the information and stated the plan or decision that the additional meeting would be scheduled.</p> <p>Perlocutionary: The students understood and began preparing to adjust their schedules.</p>
10	<i>Okay, so the motion this time is 'How Should Modern Society Respond to Teenage Pregnancy'?</i>	Representative	<p>Locutionary: The lecturer explained that the motion's topic was "How Should Modern Society Respond to Teenage Pregnancy?"</p> <p>Illocutionary: The lecturer informed the participants about the topic to be debated.</p> <p>Perlocutionary: Students understood and began preparing data to support their arguments.</p>
11	<i>Actually, even in real debates, in competitions, you're not allowed to bring anything like smartphones, laptops, or digital devices that allow you to search instantly.</i>	Representative	<p>Locutionary: The lecturer states that participants are not permitted to bring electronic devices that allow for direct information searches in official debates or competitions.</p> <p>Illocutionary: The lecturer explains the rules or regulations prohibiting the use of digital devices during the debate.</p> <p>Perlocutionary: Students are made aware of and understand the rules that limit the use of electronic devices during the debate.</p>
12	<i>And the team being interrupted may or has the right to accept or reject it.</i>	Representative	<p>Locutionary: The lecturer stated that the team experiencing the interruption had the right to accept or reject the disruption.</p> <p>Illocutionary: The lecturer explained to the interrupted team that they had the right to</p>

			<p>accept or reject the motion.</p> <p>Perlocutionary: Students understood their rights regarding interruptions during debate sessions.</p>
13	Let's continue our debate session from the last meeting.	Directive	<p>Locutionary: The lecturer invites students to continue the debate.</p> <p>Illocutionary: The lecturer expects students to immediately prepare to continue the debate session from last week's meeting.</p> <p>Perlocutionary: Students prepare to focus on participating in the debate.</p>
14	Okay, so the motion this time is 'This House Believes That Gender Equality is Not Yet a Reality.'	Representative	<p>Locutionary: The lecturer explained that the motion's topic was "This House Believes That Gender Equality is Not Yet a Reality".</p> <p>Illocutionary: The lecturer informed the participants about the topic to be debated.</p> <p>Perlocutionary: Students understood and began preparing data to support their arguments.</p>
15	The teams that didn't play last week will be in contention today	Representative	<p>Locutionary: Information about the debate's turn.</p> <p>Illocutionary: Establishing turns and directing who will speak.</p> <p>Perlocutionary: Teams prepare themselves, and the class prepares to follow the debate.</p>
16	Remember, minimum 5 minutes, maximum 7 minutes to speak in a debate.	Directive	<p>Locutionary: The lecturer explains the rules regarding speaking time in the debate.</p> <p>Illocutionary: The lecturer gives instructions/reminders for students to follow the rules regarding debate duration.</p> <p>Perlocutionary: Students understand the duration of the debate and manage their speaking time to comply with</p>

			the rules.
17	<i>Don't forget this time, there must be an interruption session.</i>	Directive	<p>Locutionary: The lecturer reminds students there must be interruptions in this debate session.</p> <p>Illocutionary: The lecturer gives instructions/warnings that students must follow during the debate session.</p> <p>Perlocutionary: Students understand and carry out instructions by interrupting during the debate.</p>
18	<i>Please make it more interactive than last week's meeting.</i>	Directive	<p>Locutionary: The lecturer requested that this meeting be more interactive than last week's meeting.</p> <p>Illocutionary: The lecturer directed students to increase the level of interaction during the meeting.</p> <p>Perlocutionary: Students were encouraged to strive to make the meeting more interactive, so that the atmosphere would be more lively and participatory than before.</p>

After describing the lecturer's speech act patterns in Table 4.1, the following analysis focuses on the students' speech act patterns. Details of these patterns can be seen in Table 4.2. Students' Speech Act Patterns in EFL Classroom Interaction in the English Debate and Critical Speaking Course.

Table 4.2. Students' Speech Act Patterns in EFL Classroom Interaction in the English Debate and Critical Speaking Course

No	Utterance	Patterns of Speech Acts	
1	Good morning, Ma'am.	Expressive	<p>Locutionary: The student responds to the lecturer's greeting, "good morning."</p> <p>Illocutionary: The student's response is intended to show respect and awe toward the lecturer.</p> <p>Perlocutionary: The lecturer</p>

			feels respected by the student's return greeting.
2	Good. We are great.	Expressive	<p>Locutionary: Students respond to the lecturer's greeting, "Good. We are great."</p> <p>Illocutionary: Students respond to the lecturer's question.</p> <p>Perlocutionary: After hearing the students' greetings, the lecturer feels the classroom atmosphere is more positive and enthusiastic.</p>
3	Okay, Ma'am.	Expressive	<p>Locutionary: The student utters "Okay, Ma'am" as a verbal response.</p> <p>Illocutionary: The student's utterance of "Okay, Ma'am" is intended to acknowledge and agree with the lecturer's instructions.</p> <p>Perlocutionary: The lecturer feels appreciated because the student complies with and understands their instructions.</p>
4	Point of Information!	Directive	<p>Locutionary: The student states, "Point of Information."</p> <p>Illocutionary: The student formally requests permission to interrupt during the debate.</p> <p>Perlocutionary: The lecturer acknowledges the student's interruption during the debate.</p>

2. Factors Influence the Use of Speech Acts in EFL Classroom

Interaction at STAIN Majene

This study also examined the factors influencing the use of speech acts in EFL classroom interactions. These factors are presented in the following pie chart.

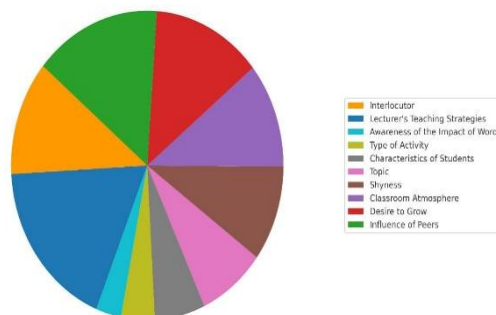


Figure 4.2 Pie Chart of The Factors Influencing the Use of Speech Acts in EFL Classroom Interaction

The research results show several factors influence how students use speech in learning English as a Foreign Language (EFL). These factors were identified through observations of classroom interactions, particularly during debate activities, and were further supported by interviews with lecturers and students. Furthermore, explanations of each factor are systematically arranged, from the most frequently mentioned factor by respondents to the least frequently mentioned.

1. Lecturer's Teaching Strategies

A lecturer's teaching strategy significantly impacts students' comfort in learning English. A warm and relaxed classroom atmosphere at the beginning of the lesson helps students feel closer and less awkward. This makes them more confident in expressing their opinions and asking the lecturer questions. As conveyed by the BKA informant in the interview session, she said:

***BKA:** "So before she gets into the material, she creates a relaxed atmosphere so we don't get too tense. I personally like it when the lecturer is like that, because it makes us feel closer, less stiff, and we're also more comfortable asking questions or offering our opinions."*

This aligns with findings that a lecturer often begins lessons with greetings, light-hearted questions, or simple conversations. This approach is practical as an icebreaker to encourage initial student participation and helps students feel more prepared for class discussions. As confirmed by Informant HZ in the interview session, she stated:

HZ: "The first thing the lecturer usually does is greet us, then ask how we're feeling and what's interesting today. Hmm... that's often the opening before we get into the material. Lecturer also tend to take the initiative to speak first so we can participate actively."

Furthermore, a lecturer sometimes asks students to share their learning experiences. This approach creates a relaxed atmosphere and fosters positive interactions from the start. Students become more engaged because they aren't immediately confronted with difficult material. As stated by Informant H in the interview session, she said:

H: "Sometimes she also asks what was fun about today's lesson, and then usually... she is told to share her opinions with one or two people. If no one raises their hand, they're usually chosen. But I think that's a good thing because, from the start of the class, the atmosphere feels light."

2. Interlocutor

The identity of the person they're speaking to significantly influences students' language choices in EFL classes. Students use more polite and structured language when speaking with a lecturer, while communication with peers is more relaxed and spontaneous. As expressed by Informant S in the interview session, he stated:

S: "Yes, when we talk to lecturers, we usually use more polite or formal language and words. It's different when we talk to classmates or other students, uh... we usually use more informal or relaxed language."

Some students even need to prepare sentences before speaking to a lecturer. This indicates a sense of social status influencing their speech. Conversely, talking with peers makes them more relaxed because there's no pressure. As conveyed by the RS informant in the interview session, she said:

RS: "For lecturers, I usually prepare first, sis. Because I think speaking to lecturer requires more politeness and structure, so I need to think carefully about what I want to say, especially if I'm using English."

However, not all students prepare the same way. Some speak spontaneously, whether with lecturers or friends. Nevertheless, they maintain a demeanor appropriate to the communication situation. As a BKA informant revealed in an interview:

BKA: "When I talk to friends, I'm usually more relaxed, so I just say whatever's on my mind. But when I'm with lecturers, I tend to be a bit more reserved, but I still don't overthink what I want to say."

3. Influence of Peers

Peer support plays a vital role in boosting students' confidence in speaking in class. When peers offer encouragement or direct assistance, students feel more comfortable expressing their opinions, creating a safe, collaborative atmosphere. As conveyed by the BKA informant in the interview session, she said:

BKA: "Yes, sis. Sometimes my friends say, uh... 'Just try talking, it's okay, we'll help,' so I become more confident."

Positive social relationships among students also encourage active participation in learning. Students are less afraid to make mistakes because they feel they can help each other. This situation influences their speech patterns, becoming more open. As Informant HA expressed in an interview, she stated:

HA: "Yes, because we can help each other with friends; if there's something wrong, we can fix it immediately together. "

4. Desire to Grow

The desire to continuously improve is the primary driving force behind students' active speaking, even if they aren't perfect. Some students admit to being afraid of making mistakes, but they recognize the importance of the learning process. This demonstrates a strong internal motivation. As recounted by a BKA informant in an interview:

***BKA:** “Sometimes I worry about saying something wrong or mispronouncing words, then being laughed at or corrected. But I still try to go slow, even though I'm not fluent, because I know this is part of the learning process.”*

Highly motivated students tend to be more persistent. They strive to build self-confidence gradually through speaking experience. This attitude contributes to better speaking skills in class. As Informant RS explained in an interview:

***RS:** “From there, I was motivated to keep learning, not give up easily, and gradually build confidence.”*

5. Classroom Atmosphere

The classroom environment significantly influences student participation in speech acts. A comfortable and relaxed atmosphere encourages students to speak more confidently, while a rigid or overly serious atmosphere decreases engagement. This demonstrates the importance of the lecturer's role in creating a conducive classroom atmosphere. As Informant S expressed in an interview, he said:

***S:** “The atmosphere in the English Debate and Critical Speaking class is usually lively but relaxed. Students take turns sharing their opinions or arguments in English, based on the topic assigned by the instructor.”*

A lecturer also recognizes that a relaxed, yet focused, classroom environment can enhance student interaction. While not fully interactive, an open

atmosphere is sufficient to encourage student engagement. Thus, the classroom atmosphere can be a supporting factor for two-way communication. As stated by Informant AAR in an interview, he said:

AAR: "The atmosphere is relaxed, as the students are quite welcoming and easy to engage in discussions, although it's still not very interactive. But it's still quite manageable eee... to be invited and guided."

Students who initially thought the debate class would be tense felt more comfortable when the lecturer was friendly. This reduced anxiety and created a more enjoyable learning environment. Ultimately, psychological comfort was shown to influence student participation in speech acts. As Informant RS recounted in an interview, she said:

RS: "I imagined I'd be assigned difficult tasks, have to deliver long speeches in front of the class, and maybe even get scolded for the smallest mistake. But when I met the lecturer in person, it wasn't as stressful. In fact, he was relaxed and approachable, making the class environment friendly and comfortable."

6. Shyness

Shyness also influences students' speech in class. Some students feel nervous when asked to speak without preparation. This makes it difficult for them to convey their arguments fluently. As Informant H explained in an interview:

H: "What's more, eee... if you don't tell me beforehand, you're just told to come forward. It feels like my head is blank, and I don't know what to say. So, I get nervous, and sometimes I pronounce it wrong."

Embarrassment arises not only from lack of preparation but also from social pressure from peers. This causes students to lose focus and end up reading notes haphazardly. This situation can reduce the effectiveness of discussion engagement. As MKM, an informant, explained in an interview:

MKM: "The first time I practiced debating; I was assigned as the second speaker. I went blank when I heard my opponent's argument, not knowing what to say. So, I just looked at my notes, read a few bits and pieces, and thought, 'Oh, what did I say...' I felt embarrassed because my friends were watching."

Furthermore, some students are reluctant to respond because they feel unprepared. This situation reduces their verbal engagement in class. Thus, shyness can be a barrier to developing English-speaking skills. As Informant MI explained in an interview, he said:

MI: "But there are also people who don't respond much, possibly because they're embarrassed or not prepared yet."

7. Topic

Learning topics are a crucial factor influencing student engagement. Students are passive when topics are too complicated or use complex, technical language. Difficulty understanding the material makes them reluctant to speak. As a UA informant expressed in an interview:

UA: "What sometimes makes me feel less confident is that the topics are usually hard to understand and digest. Sometimes, the topics are very difficult, and when the lecturer explains them using scientific and advanced language, it becomes even harder to understand."

Conversely, students are more active in speaking when the topic aligns with their interests. This situation boosts self-confidence because students feel capable of understanding the material. High interest encourages verbal engagement in learning. As Informant HA explained in an interview, she said:

HA: "What makes me more talkative in class, uh... is if the topic aligns with my interests and I feel I have mastered it. On the other hand, if the subject is difficult or the lecturer is too serious, uh... I usually feel hesitant to speak."

However, students prefer to listen when the topic is perceived as too unfamiliar. This passive attitude demonstrates the direct influence of material difficulty on participation. This is important to consider when planning instruction. As a BKA informant explained in an interview:

***BKA:** “If the topic sounds too difficult and unfamiliar to me, I think it's better to listen.”*

8. Characteristics of Students

Individual student characteristics significantly influence the success of interactions in EFL classes. A lecturer recognizes that semester lesson plans (SLPs) cannot consistently be fully implemented. This is due to differences in student responses and characteristics. As revealed by Informant AAR in an interview, she said:

***AAR:** “Hmm... for me, it's more about the students' character. Even though we've implemented it according to what's written in the RPS (Semester Learning Plan), the actual practice can differ from what's written in the RPS; what happens in class doesn't always align with the RPS. Students are interactive and it's excellent, but achieving the goals stated in the RPS is a bit difficult.”*

Courage to speak, curiosity, and openness to discussion are key to successful learning. Lecturers cannot rely solely on formal planning documents. They must also adapt strategies to actual classroom dynamics.

9. Type of Activity

The type of class activity has been shown to impact student engagement significantly. Group discussions, debates, and presentations encourage students to speak up more confidently. These activities provide opportunities to hone both courage and critical thinking skills. As Informant H explained in an interview, she said:

H: "Most active when asked to find a topic to present during a speech."

Students feel more active when discussing or debating with classmates. The opportunity to express their opinions directly is a meaningful experience. This situation also strengthens their motivation to participate. As a BKA informant expressed in an interview:

BKA: "I'm more active during activities like group discussions or debates because I can share my opinions with my friends. Situations such as presentations also encourage me to speak up more."

Activities that require research before speaking are also considered challenging and beneficial. Students learn to see an issue from multiple perspectives. This develops their critical thinking and speaking skills. As Informant MI recounted in an interview, he said:

MI: "I think when we look for arguments based on motions, because we have to do research first, eee... and that makes us learn from various points of view."

Furthermore, the opportunity to provide feedback also makes students more active. This fosters a sense of appreciation and encourages them to participate more. This reflective activity strengthens the bond between students and a lecturer. As Informant MKM explained in an interview, he said:

MKM: "Oh, so for activities other than debate, one of the things that makes us actively speak is definitely expressing our opinions because Maam always invites us to share our opinions when the lesson is over..."

10. Awareness of The Impact of Words

Students are aware that their words can affect the classroom atmosphere. This awareness makes them more careful in their choice of words. They strive to

use positive language to avoid offending their peers. As Informant NAA recounted in an interview:

NAA: "I know my words can affect others, so I always try to think carefully about what I will say, to ensure they are not offensive and do not embarrass my classmates."

Several students also emphasized the importance of using polite and supportive language. They believed this could create a more supportive classroom environment. This pragmatic awareness developed through actual classroom practice. As Informant H expressed in an interview, she said:

H: "Yes, I understand that what I say can influence how others react or feel in class. For example, if I use positive and supportive words, my classmates will be more motivated and confident."

However, not all students have the same level of awareness. Some still speak spontaneously and only realize the impact after speaking. Nevertheless, this remains part of the learning process. As a BKA informant recounted in an interview, she said:

BKA: "But sometimes, after I've spoken, I realize, 'Oh yeah, maybe I was impolite or inappropriate.' But that's just how it is; it also depends on who I'm talking to and the situation at the time."

B. Discussions

In this section, the researcher has connected the findings in the field with previous research and supporting theories. This study found that a lecturer were more dominant in producing speech acts in the classroom, particularly representative and directive speech acts. This phenomenon aligns with the findings of Darong (2024) and Yanti et al. (2021), which showed that teachers or lecturers tend to dominate classroom interactions through explanations and instructions. This dominance can be understood within Searle's (1979) theoretical

framework, which asserts that representative and directive speech acts are central to the instructional process because they function to convey knowledge and guide learning activities. Thus, the results of this study reinforce the understanding that a lecturer play a central role in controlling the course of academic interactions in EFL classes, particularly in English Debate and Critical Speaking courses.

On the other hand, university students appear more limited in the variety of speech acts they produce. They tend to use expressive speech acts more frequently, such as expressing agreement, showing politeness, or expressing feelings, while directive speech acts, such as asking questions, only occur occasionally. This finding differs from the research of Hidayat et al. (2022), who found that school students use directive speech acts more often to request explanations or clarification. This difference suggests that the level of pragmatic competence and educational context influence the types of speech acts that emerge. Consistent with the view of Yulian & Mandarani (2023), limited language proficiency can lead learners to prefer expressive speech acts because they are considered safe and polite in maintaining harmonious interactions.

Thus, the students' speech act patterns in this study showed a tendency to prioritize social aspects over instructional functions. While in previous studies, students were more active in using directive speech acts, in this context, they appeared more cautious and chose utterances that emphasized support or respect. This demonstrates that students acted not only as recipients of instructions but also as participants, striving to maintain interpersonal relationships through appropriate speech act choices.

Lecturer's teaching strategies have also been shown to influence students' speech patterns. A lecturer in this study used a supportive approach, such as greetings, motivation, and praise to lighten the classroom atmosphere. This strategy made students feel more comfortable and encouraged to participate verbally despite their language limitations. This finding is consistent with Pasaribu et al. (2022), who emphasized that teachers' expressive speech acts serve to increase student motivation and create a positive learning atmosphere. Within Austin's (1962) theoretical framework, lecturer's utterances not only function illocutionary to convey meaning but also have a perlocutionary effect in increasing students' courage to speak.

In addition to teaching strategies, the interlocutor is also an important factor influencing the form of speech acts. Students in this study used more formal language when speaking with a lecturer, but tended to be more relaxed and spontaneous when interacting with peers. This finding supports the research of Arbain et al. (2024), who found that the social status of the interlocutor influences the level of formality and type of speech act chosen. However, this study adds new findings by showing that students not only adjust their speech based on status but also demonstrate pragmatic awareness in maintaining politeness. This suggests that students' speech act choices are not solely a reflection of linguistic awareness but also reflect their understanding of social norms in academic contexts.

Peer support also plays a crucial role in encouraging students to speak more actively in class. When students feel supported by their peers, they are more

confident in expressing their opinions, even when their language skills are limited. This finding aligns with research by Andini et al. (2024) and Oktavia et al. (2020), which emphasizes that student-to-student interactions can stimulate more lively discussions and enrich the variety of speech acts. In the context of this research, peer support not only increases speaking confidence but also encourages expressive speech acts, such as encouragement, and directive speech acts, such as asking for clarification. Therefore, peer support is a crucial factor in building a communicative classroom ecosystem.

In addition to peer support, a conducive classroom atmosphere also influences students' willingness to participate in learning. Classes held in a relaxed yet focused atmosphere allow students to express themselves more freely without excessive fear of judgment. This supports the findings of Arshad et al. (2024), who emphasized the importance of meaningful interactions in creating a learning environment that supports language skills. Based on Austin's (1962) theory, classroom atmosphere can be understood as a contextual factor that influences perlocutionary behavior, namely, students' emotional responses to lecturers' and peers' utterances. Therefore, this study confirms that a classroom atmosphere that balances psychological comfort and academic focus can create ideal conditions for students to be more active in producing speech acts.

Individual factors also influence variations in students' speech acts in EFL classes. Shyness and fear of making mistakes are major barriers that prevent some students from speaking. This aligns with the findings of Yulian & Mandarani (2023), who emphasized that limited pragmatic competence often leads to

communication anxiety. However, intrinsic motivation can overcome this shyness. Students with a strong drive to learn a foreign language continue to participate despite the risk of making mistakes. This phenomenon aligns with self-determination theory, which emphasizes that internal motivation is a crucial factor in fostering courage and persistence in language learning.

In addition to shyness and motivation, the learning topic and students' character also influence the speech acts they produce. Students tend to be more active when the learning topic is relevant to their interests or experiences. This finding is consistent with Rini et al. (2024), who emphasized that task design and material relevance can influence the diversity of speech acts in classroom interactions. Furthermore, individual characteristics also differentiate participation patterns: more confident students generally produce more speech acts, while less confident students tend to remain limited, even when classroom conditions are supportive. This suggests that personal aspects, both interests and personality, play a significant role in shaping the variety of speech acts in EFL classrooms.

The results of this study generally support previous findings that EFL classroom interactions are influenced by lecturer dominance, social factors, and students' psychological conditions. However, this study also offers a new perspective, namely the tendency of university students to use expressive speech acts more frequently to maintain good relationships in communication, in contrast to previous studies that found a greater use of directive speech acts. Furthermore, the students' pragmatic awareness in adjusting the level of language formality indicates that they are beginning to understand and apply social and academic

norms in interactions. Thus, this study not only strengthens the speech act theory proposed by Austin (1962) and Searle (1979) but also adds to the research literature by highlighting the influence of individual, social, and contextual factors on EFL students' speech act patterns in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the research conclusions based on the findings and discussion in the previous chapter. Additionally, it offers relevant and constructive suggestions for various stakeholders as a follow-up to the findings. The conclusions and recommendations aim to provide practical and theoretical insights that can enhance academic growth and improve the quality of learning at STAIN Majene and other higher education institutions.

A. Conclusion

From the results of the discussion in the previous chapter, there are several conclusions that can be drawn in this study:

1. Observations show that classroom communication is dominated by three types of speech acts: representative, directive, and expressive, while commissive and declarative speech acts are absent. Representative speech acts are prominent in how a lecturer explains material, provides clarification, and conveys important information, thus serving as the primary foundation for the flow of knowledge in class. Meanwhile, directive speech acts are widely used to give instructions, organize activities, and ensure order in the learning process. On the other hand, students only occasionally use directives, usually in specific contexts such as interrupting a debate. Although not as intensive as the previous two categories, expressive speech acts still play an essential role. A lecturer and students use them as greetings, apologies, or polite expressions that help maintain interpersonal relationships and create a more supportive

classroom atmosphere. From the observed patterns, it can be concluded that speech acts in EFL classes at STAIN Majene are selective and functional. It is strongly influenced by the hierarchical distribution of roles between a lecturer as the primary communication controller and students as participants.

2. The analysis shows that external and internal factors shape the emergence and distribution of speech acts. External factors include the lecturer's teaching strategies, which combine directive control with supportive expressiveness; the interlocutor's identity, as students communicate more cautiously with the lecturer than peers; and peer influence, which can encourage or inhibit participation depending on the social climate. Internal factors consist of students' motivation, shyness, and self-confidence, all of which affect their willingness to produce speech acts. Additionally, topic familiarity and the type of classroom activity strongly influence student engagement: familiar and interactive activities such as debates or group discussions promote a wider range of speech acts, whereas unfamiliar topics and passive formats restrict student contributions. These factors demonstrate that speech acts in the EFL classroom are not merely linguistic phenomena but are embedded in psychological, pedagogical, and socio-cultural dynamics.
3. Although this study has provided meaningful insights into the patterns and factors influencing speech acts in English as a Foreign Language (EFL) classroom interaction at STAIN Majene, several limitations must be acknowledged. The main limitation is the limited number of classroom observation sessions, which were limited to only two meetings. This short

duration limited the opportunity to capture a broader and richer range of speech acts, particularly those that may emerge across various learning activities, topics, or classroom dynamics. Consequently, while these data are valuable, they may not fully represent the full range of communication practices that typically occur in EFL classrooms.

B. Suggestion

Based on the research findings, the researcher offers the following recommendations:

1. For Students

Building greater confidence in using English in classroom interactions is crucial for students. Findings indicate that student participation is often limited by shyness, lack of confidence, and fear of making mistakes. Therefore, students are encouraged to actively engage in classroom communication by responding to lecturers' questions and initiating speaking activities such as asking for clarification, offering opinions, or even providing brief directions in peer discussions. In this way, they can gradually develop their communicative competence and reduce language anxiety. Regular practice, peer support, and a willingness to take risks in communication are key strategies that can help students grow as active participants in learning English as a Foreign Language (EFL).

2. For Lecturer

For the lecturer, these findings highlight their dominant role in classroom discourse, particularly in using representative and directive speech acts. While this

is understandable given the need to manage the classroom and deliver material, it also indicates the need for more balanced interactions. Therefore, the lecturer is encouraged to create pedagogical strategies that provide more opportunities for students to initiate speech acts. This can be done by designing interactive tasks such as debates, group discussions, or role-plays where students must take the initiative and manage the interaction flow. Furthermore, the lecturer is advised to use expressive speech acts, such as encouragement and appreciation, as these forms of language help create a supportive classroom climate and motivate students to participate. By combining directive authority with a supportive and facilitative approach, the lecturer can create a more dialogic learning environment that empowers students to become active communicators.

3. For Future Researchers

This study still has several limitations that future researchers should consider. One is the limited observation sessions, which only covered two meetings, which did not fully represent the variations in speech acts that may arise in different topics, activities, and classroom situations. Therefore, further research is recommended to extend the duration of data collection and involve more forms of classroom activities to provide a more comprehensive picture of the dynamics of speech acts in EFL contexts. Furthermore, it would be beneficial to conduct similar studies at different institutions or levels of education to determine whether the same patterns persist or each context influences variations in communication.

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Appendix 1. Research Permit



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar

IZIN PENELITIAN

Nomor : 500.16.7.2/387/IP/NI/2025

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/394/VI/2025 Tanggal 04 Juni 2025 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a : RAHMI R
Pekerjaan : Mahasiswi
N I : 10256121028
Program Study/Jurusan : S1 Tarbiyah dan Keguruan
Universitas : STAIN Majene
Alamat : Jl. Poros Majene Desa Kenje Kec. Campalagian
Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"ANALYZING PATTERNS OF SPEECH ACTS IN EFL CLASSROOM INTERACTION AT STAIN MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 04-06-2025
Kepala Dinas



HJ. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb.
Pangkat: Pembina Utama Muda
Nip. 196809281992032011

Appendix 2. Result of 1st Classroom Observation

(Before the class started, the lecturer asked the students to sterilize the class first)

Lecturer: Well, mari kita mulai kelas hari ini. Bismillahirrahmanirrahim. Assalamu'alaikum warahmatullahi wabarakatuh.

Students: Wa'alaikumus salam warahmatullahi wabarakatuh.

Lecturer: Good morning!

Students: Good morning, Ma'am!

Lecturer: How do you feel today?

Students: Good. We are great!

Lecturer: 8 orang (*Sembari menghitung ulang jumlah mahasiswa yang hadir di kelas*). So sorry for coming late and last week I should give you a task, but there are so many businesses last week. So, I tidak bisa masuk. Agak susah kalau kelasnya mau online, kecuali ada jadwal kosong yang bisa saya isi. Makanya saya bilang yesterday for our meeting yang tidak sempat saya ganti hmm.. nanti di akhir harus ada penambahan pertemuan untuk menutupi pertemuan yang kosong. Oke, seperti yang saya katakan eee.. di pertemuan sebelumnya harusnya kita sudah praktik.Eee... atau mungkin sebenarnya sudah praktik how to debate, tapi setidaknya, kalian sudah ada experience bagaimana rasanya saling beradu argumentasi satu sama lain. Meskipun tidak berjalan sebagaimana mestinya, Karena masih sangat apa ya...kalian masih bergantung sekali dengan teksnya. Which is, I mean kalian belum benar-benar paham dengan the topic that you deliver. Jadi, hari ini tidak berbeda jauh dengan pertemuan terakhir kita sebelumnya eee... Jadi saya akan meminta kalian untuk case building terlebih

dulu. Apa namanya membangun dulu sebuah narasi mengenai mosi yang akan didebatkan dan nanti kalian akan saling berargumentasi satu sama lain. Tapi kalian ada 8 orang ji hmm.. susah ya.. atau begini saja eee.. can you make a list of names? *(sambil berpikir)*. Khaerul bisa dibuat list nama untuk pembagian kelompoknya? Bikin untuk kelompok 1 tiga orang kelompok 2 tiga orang. Jadi tiga nama yang muncul akan masuk ke kelompok 1, tiga nama selanjutnya akan masuk ke kelompok 2. Dan bagi nama yang tidak masuk akan dapat giliran di next meeting. Yang jelas kalian semua dapatji eee... apa namanya gilirannya.

(Ketua Tingkat mulai membuat list nama pembagian kelompok menggunakan website Wheel of Names)

Lecturer: But how do you feel? How did you feel after the last meeting? Apa yang sulit? What's difficult?

(Mahasiswa tidak menjawab pertanyaan dosen, namun memberikan senyum seakan mereka merasa bahwa pertemuan pekan lalu itu sulit dan mahasiswa belum memahami dengan baik)

Lecturer: Ok, silakan diputar spinnernya.

(Mahasiswa menunjukkan list nama-nama yang terpilih di website spinner)

Lecturer: Ok, tuliski namanya di atas papan. Siapa yang menulis?

Student 1: Tulisji toh? *(Sambil tertawa dengan mahasiswa yang lain)*

(Student 2 mulai naik untuk menulis di papan tulis atas arahan dari dosen)

Lecturer: Ini spidolnya, silakan tulis di papan di'. Tim A, ya tulis seperti itu begitupun tim B. Mulqi sebutkan nama-nama yang masuk di tim A dan tim B.

Student 1: Sisanya?

Lecturer: Nanti di pertemuan selanjutnya, karena ini kan Asian Parliamentary. Ok, jadi untuk mosinya kali ini yaitu “How Should Modern Society Respond to Teenage Pregnancy”. Jadi tim A akan jadi tim government tim B akan jadi tim opposition. Jadi tim A yang pro, tim B kontra. Ok, silakan case building dulu. Silakan duduk dengan timnya masing-masing.

(Mahasiswa mulai berdiri dari tempat duduknya dan mencari tempat duduk timnya masing-masing)

Lecturer: Yang lain yang belum dapat bagian tampil hari ini mohon tetap diam di tempat duduknya masing-masing dengan menonton temannya nanti dengan saksama. Ih kenapa tim yang ini baku bombe *(sambil tertawa dengan menunjuk tim B)*

(Mahasiswa juga ikut tertawa mendengar pernyataan dosen)

Lecturer: Eee.. ingat yah minimal 5 menit bicara dan maksimal 7 menit. Silakan kumpulkan data sebanyak-banyaknya untuk kalian persembahkan nanti di performancenya kalian. Biasanya sih waktunya untuk case building itu 30 menitan, tapi karena kalian masih pemula jadi menyesuaikan saja. Jangan lagi sedikit sekali datanya kayak minggu lalu kayak pertemuan sebelumnya. Saya tidak mau lagi dengar alasan tidak tau cara bacanya padahal kalian sudah semester 4.

(Dosen menuju papan tulis sembari menulis sesuatu)

Lecturer: Jadi ini maksudnya adalah tim A berarti mereka setuju dengan teenage pregnancy tim B yang menolak.

(Mahasiswa mulai sibuk mencari dan membaca data pendukung saat debat nanti)

Lecturer: Masih ingatji toh apa tugasnya pembicara 1 atau first speaker, second speaker, atau third speaker perbedaannya? Jadi kalau pembicara 1 itu ingat tugasnya dia adalah hanya menyampaikan saja latar belakang atau batasan dari permasalahan yang dibawakan jadi berdasarkan mosi yang dikasi pembicara pertama itu harus menyampaikan latar belakang sekaligus membatasi permasalahan tersebut. Jadi ruang lingkupnya itu seluas apa ya kan. Jadi pembicara kedua tugasnya adalah membangun argumentasi yang lebih dalam lagi dibanding yang dibawakan oleh speaker pertama. Karena speaker pertama dia cuman latar belakang, sedangkan speaker kedua ini sudah membangun argumentasi beserta data-data valid yang mendukung dan sebagainya. Sedangkan pembicara ketiga itu menyimpulkan jalannya diskusi tadi dan meyakinkan juri mengapa juri harus setuju dengan timnya mereka. Dan ingat jangan sampai.. ini komunikasi antara tiga speaker dalam satu tim itu harus saling berkesinambungan, harus saling komunikasi satu sama lain. Jangan bikin sendiri-sendiri. Karena kenapa kebanyakan kasus biasanya kalau bikin sendiri-sendiri tidak komunikasi baik-baik. Kadang ada yang jadi speaker ketiga yang ambil tugasnya speaker kedua atau dia bikin pembahasan lain yang berbeda. Silakan kalian tentukan masing-masing siapa yang jadi speaker pertama, kedua, dan ketiga. Oh iya, untuk speaker ketiga tadi apa namanya.. selain dia.. sebenarnya tugasnya juga itu memperkuat argumentasi dari speaker kedua dan speaker kedua memperdalam apa yang sudah disampaikan oleh speaker pertama. Kemudian speaker ketiga juga membawa bukti-bukti terhadap apa yang sudah disampaikan juga sama pembicara kedua dan memberikan solusi. Karena solusi yang mereka berikan akan

meyakinkan juri kenapa harus setuju dengan argumentasi mereka. Oleh karena itu, ada yang dinamakan tim penyimpul. Biasanya dari pembicara 1 dan pembicara 2, tapi terkadang ada juga pembicara 3. Namun lebih sering pembicara 1 atau 2. Biasanya waktu yang diberikan itu 1-2 menit kalau tidak salah.

(Mahasiswa mulai bercengkerama terkait data yang mereka temukan)

Lecturer: Sudah siap dengan datanya masing-masing?

(Mahasiswa hanya menghela nafas sambil tersenyum)

Lecturer: Sebenarnya bahkan kalau debat aslinya itu kalau lomba eee.. saat case building tidak boleh bawa-bawa kek smartphone, laptop atau fasilitas digital yang memungkinkan kalian untuk mencari secara instan. Yang diperbolehkan itu biasanya jurnal-jurnal ilmiah dalam bentuk kertas fisik. Tapi, kan ya bukan ini debat yang diperlombakan jadi ya masih dimaklumi. Apalagi kalau sudah masuk case building guru, pendamping, teman-teman tidak boleh mendekati kedua tim. Pokoknya kedua tim itu harus mandiri membangun komunikasi tanpa bantuan dari google atau apa dan lain sebagainya apalagi AI. So, it's pure from your mind. Ok, can we start? Silakan atur kursinya di depan di sini 3 di sini juga 3 *(sembari mengarahkan ada kursi yang disebelah kanan ada juga yang di sebelah kiri dalam artian berhadapan)*. Eee..tim A dan tim B silakan kalian saling berhadapan. Gapapa walaupun misal tidak berjalan seperti bagaimana seharusnya ya it's okay. Masih adaji beberapa pertemuan untuk memperlancar lagi.

(Mahasiswa mulai mengangkat kursi naik ke depan)

Lecturer: Ada yang bisa jadi time keepernya? Jadi masing-masing speaker silakan diliat berapa menit dia berbicara. Paling maksimal 7 menit minimal 5

menit. Jadi caranya itu adalah tim pro pembicara kesatu dan kedua yang memberikan argumentasi terlebih dahulu lalu dilanjutkan pemberian argumentasi pembicara kesatu dari tim kontra. Kemudian dilanjutkan lagi pembicara kedua dari tim pro, kemudian pembicara kedua lagi dari tim kontra. Lalu pembicara ketiga lagi dari tim pro kemudian dilanjutkan pembicara ketiga dari tim kontra. Jadi zig. zig zag. Siapa yang siap jadi time keepernya? Hana?

Student 3: Okay Ma'am.

Lecturer: Ok, siapa tadi yang tim pro? Timnya mulqi toh?

Student 2: Saya Ma'am (*sembari menunjuk timnya mereka yang ada di sebelah kanan*)

Lecturer: Ok, let's start!

Student 2: 5 menit Ma'am (*Sembari menunjukkan jari berangka 5*)

Lecturer: Iya, minimal, maksimalnya 7 menit.

Speaker 1 Government: Ok, bismillahirrahmanirrahim. Good morning everyone. I am honored to open today's debate for the Government Team. Teenage pregnancy is a social reality. And modern society, in all its developments, should not respond with punishment or shame but instead with support, inclusivity, and opportunity. We believe that contemporary society must proactively empower young mothers and prevent future cases through education, not fear or stigma. Let me explain our position: we propose a support-based approach that encompasses three key pillars: comprehensive sexuality education, access to youth-friendly health services, and destigmatization. When young pregnant girls are rejected or shamed, they often drop out of school, lose access to health services, and fall into

poverty. This has multi-generational consequences. Society should lift them, not drag them down further. Countries that implement comprehensive sex education, such as the Netherlands and Sweden, report significantly lower rates of teenage pregnancy. Fear-based or abstinence-only approaches are simply ineffective. Access to reproductive health services without judgment helps prevent complications for both mother and child. This is a human rights issue. Thank you.

Lecturer: Berapa menit?

Time keeper: 8 menit 48 detik Ma'am

Speaker 1 Opposition: Good morning, judges, fellow debaters, and audience. As Leader of the Opposition, we firmly believe that modern society should respond to teenage pregnancy by strengthening preventive measures rather than simply accommodating its consequences. We reject the idea of normalizing teenage pregnancy through excessive leniency, as this undermines long-held moral, cultural, and educational standards. Let me explain our position. Teenage pregnancy is not simply a medical or social issue. It reflects a moral crisis and the breakdown of family structures and societal discipline. Our response must be directed at restoring preventative values, including sexual self-discipline, parental involvement, and stricter school policies. If we invest more in character education, parental control, and moral education, teenage pregnancy can be significantly reduced. Supporting post-pregnancy pregnancies is necessary, but it should not be the core societal response. If society is too lenient or neutral toward teenage pregnancy, it can send a signal that it is acceptable. This erodes the motivation to avoid such situations. Shame, if felt sufficient, can act as a deterrent. Modern

societies cannot escape their cultural roots. Many communities, especially in the global south, consider premarital teenage pregnancy a severe problem. Societal responses must align with these values to maintain social order and cohesion. Thank you.

Lecturer: Berapa menit?

Time keeper: 2 menit 8 detik Ma'am

Lecturer: Aduh sedikit sekali.

Speaker 2 Government: Good morning, everyone. As Deputy Prime Minister, I will address the Opposition's mistaken assumptions and strengthen our case. They claim that stigma is a necessary deterrent. However, the evidence suggests otherwise: stigmatizing pregnant young girls doesn't stop teenage pregnancies. It only hides them. The result? Unsafe abortions, school dropouts, and long-term trauma. They need guidance, not punishment. Society should protect them, not isolate them. Our role is to ensure they have access to a future education, careers, and family life. By supporting these girls now through counseling and school reintegration, we also prevent future pregnancies. That is a smarter social investment. Teenage pregnancy is rarely just an individual failure. It reflects failures in the education system, family communication, and public health outreach. Society must take collective responsibility. I proudly present my argument. Thank you.

Lecturer: Berapa waktunya?

Time keeper: 5 menit pas.

Lecturer: Nice (*sambil tertawa*). Ok, sekarang speaker kedua dari tim oposisi.

Speaker 2 Opposition: Ladies and gentlemen, I stand here not to dismiss compassion but to restore balance. As Deputy Leader of the Opposition, I will counter and strengthen our argument that support should not mean normalization. They say stigma is harmful, but in moderation, stigma prevents recurrence. When society sends clear moral signals, others are more likely to make responsible choices. Sex education is beneficial. However, without strong family values and discipline, it will be ineffective. Many teenagers are aware of the risks and still engage in them. Yes, support is necessary, but it must be conditional. If we give and forgive without limits, we create moral confusion among teenagers. Our alternative is strict prevention, clear moral education, and strong family-school partnerships. That is how society should respond. Thank you.

Lecturer: Berapa menit?

Time keeper: 3 menit 40 detik Ma'am.

Speaker 3 Government: Hello everyone. Now, I'll summarize the key points of this debate and show you why the Government won. Support lifts, silencing stigma. The Opposition acknowledges the need for support but associates it with shame. We argue that shame stifles opportunity. Supporting teen mothers today prevents the cycle from repeating itself in the future. They say prevention; we agree! However, our side prevents future cases through education and empowerment. Their method hides the problem behind fear. They talk about accountability, but what about social responsibility? Where were the adults, schools, and systems before the pregnancy occurred? Modern society must take

shared responsibility. In closing, our side represents compassionate, proactive, and realistic progress. For these reasons, we would like to propose. Thank you.

Lecturer: Berapa durasinya?

Time keeper: 3 menit 4 detik Ma'am.

Speaker 3 Opposition: Honorable judges and colleagues, I am here to close this debate from the Opposition side. First, let me highlight the crux of this debate: What kind of response protects long-term social values while addressing this problem? We have shown that destigmatization can send the wrong signal. Support should be conditional, not blind. That is how we avoid "normalizing" teenage pregnancy. They say education is enough, but we disagree. Education without values and discipline is like a ship without a compass. That is why we need both. Society is more than a system; it is also comprised of values. Our response must preserve cultural and moral identity, not erode it in the name of "progress." With this, we proudly oppose. Thank you.

Lecturer: Berapa menit?

Time keeper: 2 menit pas Ma'am.

Penyimpul Government: Good morning to the jury, my fellow opposition members, and all the distinguished attendees. I stand here as the first speaker from the government team to present a summary of the arguments we have been building from the outset in our motion, "How should modern society respond to teenage pregnancy?" we believe that the best response is not stigma or social punishment, but rather a supportive, educational, and inclusive approach. Throughout this debate, it has become clear that the most fundamental difference

between us and the opposition team lies in how we view teenage pregnancy. The opposition team believes that stigma and shame are a form of prevention. However, we have demonstrated that stigma actually exacerbates the situation: many young women end up dropping out of school, losing family support, and even experiencing severe mental distress because they are considered a disgrace. In these circumstances, society should not be a judge but rather a protector, providing a way out. We emphasize that providing support does not mean condoning but instead providing a second chance to safeguard their future. The opposition team also consistently emphasized the importance of moral values and family control. We do not deny this, but we demonstrate that the responsibility for teenage pregnancy cannot be placed solely on the individual. Teenage pregnancy reflects systemic failures, including a lack of sexual education, limited access to reproductive health services, and poor communication between teens and their parents. Therefore, we argue that the best solution is a comprehensive approach: comprehensive sex education, access to youth-friendly health services, and mentoring programs that help them get back on the path to education and a healthy life. Finally, we want to emphasize that being in a modern society means pursuing not only technological advancements but also advancements in how we humanize others. We choose to be on the side that doesn't add to the pain but instead helps heal. We stand with those marginalized by stigma, and we believe that with the proper support, they can still thrive and contribute to society. Therefore, we are proud to support this motion. Thank you.

Penyimpul Opposition: Good morning to the jury, my colleagues on the government team, and all respected debate participants. As the third speaker from the opposition team, I will conclude this debate by explaining why we firmly reject the motion, stating that modern society should respond to teenage pregnancy with an overly lenient and permissive approach. Throughout this debate, the government team has demonstrated a spirit of empathy, which is commendable. However, we see that this spirit becomes problematic when clear boundaries do not accompany it. They want to eradicate stigma, provide full support, and open up access without considering the risks of long-term consequences. We on the opposition team believe that society must act wisely, not only by treating the consequences but also by preventing the causes. If teenage pregnancy is responded to only with unconditional acceptance, we are opening the way for it to become commonplace. This is a dangerous form of normalization. We convey that effective prevention comes not only from sex education but also from early character development. Values education, communication within the family, and assertiveness in communicating behavioral boundaries are all proven effective in reducing teenage pregnancy rates in many societies that maintain cultural and religious values. Therefore, we reject the idea that to become a modern society, we must abandon our cultural roots and beliefs. It is precisely these values that maintain social stability and provide direction for the younger generation. We reject the view that imposing limits is inhumane. Instead, limits are a form of responsibility. Society must send a clear message that teenage pregnancy is not ideal and should be discouraged, not celebrated. Support can still

be provided, but it must be in the context of rehabilitation, not normalization. Given all these arguments, we believe that the best response for a modern society to teenage pregnancy is a return to its fundamental principles: values, discipline, and responsibility. And therefore, we confidently reject this motion. Thank you.

Lecturer: Okay, it's... sebenarnya tadi saya lupa sampaikan ya.. harusnya tadi sudah bisa sesi interupsi saat speaker kedua berbicara, tapi tidak ada yang inisiatif untuk menginterupsi temannya padahal itu sebenarnya diperbolehkan. Yang tidak boleh diinterupsi itu pada saat pembacaan dari tim penyimpul. Dan tim yang diinterupsi boleh atau memiliki hak untuk menerima atau menolak. Tapi disarankan untuk menerima setidaknya satu kali dari sesi interupsi tersebut. Namun, secara keseluruhan apa ya... mungkin karea masih sangat bergantung dengan data yang dipegang dari smartphonenya. Mungkin ada beberapa kosakata yang sulit sepertinya untuk diucapkan, lalu tidak akrab dengan kosakata tersebut. Sehingga sulit untuk mengucapkannya sehingga tidak begitu clear. Sehingga poinnya miss disitu. Karena itu terjadi berulang kali seandainya cuman satu kali tidak apa-apa. Kemudian didukung juga dengan beberapa speaker yang kecil sekali suaranya. Sebenarnya kalau di real debate itu biasanya sih suaranya pada kencang-kencang. Dan seharusnya, setiap kalian berbicara harusnya kalian berdiri saat berbicara. Masalah argumentasi tadi mungkin baik dari tim pro maupun tim kontra tidak ada yang memberikan interupsi satu sama lain mungkin saja kalian tidak benar-benar menyimak sebenarnya apa yang disampaikan oleh speaker yang lagi berbicara. Sehingga tidak ada celah tidak ada sesuatu yang bisa kalian kritisi. Entah karena apa kendalanya mungkin karena kurang menyimak. Walaupun ada

banyak distraksi seperti suara dan lain-lain. Karena tone, nada, suara itu sangat berpengaruh sekalipun kalian membaca teks Jadi jangan karena baca teks kalian hanya perhatikan argumentasinya, namun mainkan juga main expresionnya. Ok, karena diluar sudah menunggu dari tadi. Insya Allah yang belum naik, Insya Allah gilirannya. Dengan topik yang berbeda lagi tapi masih memakai model Asian Parliamentary. Silakan lebih dipahami lagi. Jangan hanya mnenunggu saya menyuap kalian, tapi cari-cari, banyak di YouTube bagaimana cara orang berdebat dengan baik. Seperti bagaimana mereka tampil. I think that's all, wassalamu alaikum warahmatullahi wabarakatuh.

Appendix 3. Result of 2nd Classroom Observation

(Dosen masuk kelas sedikit terlambat, tanpa basa-basi panjang)

Lecturer: Assalamu'alaikum warahmatullahi wabarakatuh.

Students: Wa'alaikumussalam warahmatullahi wabarakatuh.

Lecturer: Sorry for coming late. Let's continue our debate session from last meeting. Hari ini mosinya adalah: *"This House Believes That Gender Equality is Not Yet a Reality."* Kita akan menggunakan model debat yang sama eee.. Asian Parliamentary. Tim yang tidak tampil pekan lalu akan berdebat hari ini. Tolong kalian atur tempat duduk di depan. Hmm..posisinya sama seperti praktik debat pekan lalu.

(Siswa mulai menata kursi di depan seperti yang diinstruksikan oleh dosen)

Lecturer: Ingat, minimal 5 menit, maksimal 7 menit untuk berbicara. Jangan lupa kali ini, sesi interupsi harus ada. Setiap tim ee... harus menerima setidaknya satu kali interupsi. Tolong kasi' lebih interaktif dibanding pertemuan di pekan lalu.

Students: Baik, Ma'am.

Lecturer: Ok, let's start. Untuk pembicara pertama, dipersilakan kepada tim Government.

Speaker 1 Government: Good morning, everyone. I stand before you to approve a motion: This house believe that gender equality is not yet a reality. Despite progress in recent decades, gender inequality persists in every sector employment, education, politics, and even in the home. For example, according to the United Nations, women earn 20% less than men worldwide for the same work. Leadership positions are still dominated by men only 28% of parliamentary seats

worldwide are held by women. Gender-based violence remains prevalent, affecting one in three women in their lifetime. If gender equality were a reality, these disparities would disappear. Therefore, our position is clear: gender equality remains a promise, not a reality. Thank you.

Interupsi Tim Opposition: Point of Information!

Speaker 1 Government: Sure.

Speaker 2 Opposition: Are you ignoring the fact that many women now lead countries and large companies?

Speaker 1 Government: That fact is true, but the numbers are still small and are exceptions, not representative of the whole.

Speaker 1 Opposition: Good morning, as Leader of the Opposition, I oppose this motion. We believe that gender equality is already a reality in many countries. Why? Because the indicators of success are clear. First, in terms of education. Women now have equal access, and in many countries, women's enrollment in higher education is even higher than that of men. Second, women's leadership is increasingly evident. Examples are Jacinda Ardern in New Zealand, Ursula von der Leyen in the European Union, and many female CEOs in global companies. This proves that gender equality has been realised at the highest levels. Third, legal protection. Many countries have passed anti-gender discrimination laws, provided maternity leave, and protected women's workers' rights. This is evidence that the system is fair. Even if inequality persists, it is no longer due to systemic discrimination, but rather to individual choices. For example, women who focus

on their families are less visible in the workforce. Therefore, we believe that gender equality is a reality, although there are still challenges.

Interupsi Tim Government: Point of Information!

Speaker 1 Opposition: Saya tolak.

Speaker 2 Government: Thank you. The Opposition team says equality has been achieved thanks to laws and the example of female leaders. But is that enough? No. Laws on paper don't guarantee everyday reality. Many women still face subtle discrimination, such as being considered unfit to lead or burdened with greater household chores. Data shows that women spend three times more time on unpaid domestic work than men. This isn't a matter of individual choice, but rather a result of cultural norms that persist in gender bias. Furthermore, economic disparities remain significant. Only 20% of senior managerial positions in Asia are filled by women. That figure should be at least 50% if equality becomes a reality. So, the Opposition's claim that this is simply a "choice" is flawed. Individual choice is born out of social structures. Structures that limit choice are not equality.

Interupsi Tim Opposition: Point of Information!

Speaker 2 Government: Yes, please.

Speaker 2 Opposition: Are you ignoring the fact that many men also face gender stereotypes?

Speaker 2 Government: We don't deny that, but the disparity in impact is significant. Stereotypes against men rarely deprive them of basic rights, while women often lose opportunities because of them.

Speaker 2 Opposition: Thank you. I want to reiterate that the reality of gender equality has already been significantly achieved. The Government team mentioned the pay gap and representation, but forgot that progress is real. For example, in Indonesia, women already have equal political, educational, and work rights. We acknowledge that challenges remain, but demanding absolute equality is an illusion. No two genders experience the same outcomes due to differences in interests, physiology, and life priorities. The primary task of modern society is to provide equal opportunities, and that is already being done. If outcomes differ, it is not due to the system, but rather to choice. Therefore, we reject this motion.

Interupsi Tim Government: Point of Information!

Speaker 2 Opposition: No, thank you.

Speaker 3 Government: We conclude: Gender equality is not yet a reality, as the facts show that wage gaps, biased norms, and gender-based violence remain prevalent. If equality existed, we would not see high rates of violence, unequal pay, and low political representation. Therefore, we continue to support this motion.

Speaker 3 Opposition: We conclude that gender equality is already a reality. Laws exist, access exists, and significant progress has been made. Challenges don't mean there is no equality. To continue to say that equality isn't yet a reality ignores the significant progress made. Therefore, we reject this motion.

Penyimpul Government: We reiterate: global facts show that inequality persists. The Opposition only highlights exceptions and ignores the reality of the majority.

True equality means not just access, but truly equal conditions. Therefore, we support this motion.

Penyimpul Opposition: We emphasize: opportunities are equal, and that is the essence of equality. Outcomes may differ due to choice, not systemic discrimination. Therefore, we reject this motion.

Lecturer: Bagus, debat kali ini sudah lebih baikmi. Ee... ada interupsi, ada argumen yang lebih rapi. But remember, jangan terlalu bergantung sama HP, haruski mulai berani bicara natural. Pakai intonasi yang jelas, jangan terlalu pelan. Thank you for the nice attention, wassalamu'alaikum warahmatullahi wabarakatuh.

Students: Wa'alaikum salam warahmatullahi wabarakatuh.

Appendix 4. Classroom Observation Sheet

Observation : 1st – 2nd Observation

Date : Wednesday, 4 and 10 June 2025

Subject : English Debate and Critical Speaking

No	Lecturer's Utterance	Patterns of Speech Acts	
1	Well, mari kita mulai kelas hari ini.	Directive	<p>Locutionary: Informs that the class is about to begin.</p> <p>Illocutionary: Directs students to begin learning activities.</p> <p>Perlocutionary: Students prepare themselves and focus on starting class.</p>
2	Good morning.	Expressive	<p>Locutionary: A literal greeting in English.</p> <p>Illocutionary: Establishing a friendly atmosphere at the beginning of the class.</p> <p>Perlocutionary: Students respond with a greeting back.</p>
3	How do you feel today?	Expressive	<p>Locutionary: An utterance in the form of a question about someone's feelings or condition today.</p> <p>Illocutionary: Showing attention and building rapport with students.</p> <p>Perlocutionary: Students feel openly cared for and motivated.</p>
4	So sorry for coming late.	Expressive	<p>Locutionary: The lecturer apologized for arriving late.</p> <p>Illocutionary: The lecturer expressed regret or apologized for being late to class to teach.</p> <p>Perlocutionary: The students understood and accepted the apology.</p>

5	Last week I should give you a task, but there are so many businesses last week.	Expressive	<p>Locutionary: The lecturer said she was busy and should have given the students an assignment last week.</p> <p>Illocutionary: The lecturer provided an explanation or reason why the assignment wasn't given last week.</p> <p>Perlocutionary: The students understood the reason why the assignment wasn't given last week.</p>
6	Jadi caranya itu adalah tim pro pembicara kesatu dan kedua yang memberikan argumentasi terlebih dahulu lalu dilanjutkan pemberian argumentasi pembicara kesatu dari tim kontra. Kemudian dilanjutkan lagi pembicara kedua dari tim pro, kemudian pembicara kedua lagi dari tim kontra. Lalu pembicara ketiga lagi dari tim pro kemudian dilanjutkan pembicara ketiga dari tim kontra. Jadi zig. zig zag.	Representative	<p>Locutionary: Explains the flow of speech in a debate.</p> <p>Illocutionary: Provides the listener (student) with an understanding of how a debate is conducted.</p> <p>Perlocutionary: Students understand and follow the explained speaking model or turn.</p>
7	Sebenarnya tadi saya lupa sampaikan ya.. harusnya tadi sudah bisa sesi interupsi saat speaker kedua berbicara, tapi tidak ada yang inisiatif untuk menginterupsi temannya padahal itu sebenarnya diperbolehkan.	Representative	<p>Locutionary: The lecturer stated that she had forgotten to mention that there should be an interruption period during the second speaker's speech. Still, no one took the initiative to interrupt, even though such interruptions were permitted.</p> <p>Illocutionary: The lecturer acknowledged the lack of previously conveyed information and clarified the rules for interruptions in this context.</p> <p>Perlocutionary: Students</p>

			became aware of the rules for interruptions that they had previously been unaware of or had not paid attention to.
8	Agak susah kalau kelasnya mau online	Representative	<p>Locutionary: Lecturer expressed difficulties when classes were conducted online.</p> <p>Illocutionary: Lecturer expressed their opinions and evaluations of the online learning environment.</p> <p>Perlocutionary: Students felt that lecturer preferred face-to-face learning environments to online ones.</p>
9	Hmm. nanti di akhir harus ada penambahan pertemuan untuk menutupi pertemuan yang kosong.	Representative	<p>Locutionary: The lecturer explained that an additional meeting would eventually replace the empty meeting.</p> <p>Illocutionary: The lecturer provided the information and stated the plan or decision that the additional meeting would be scheduled.</p> <p>Perlocutionary: The students understood and began preparing to adjust their schedules.</p>
10	Ok, jadi untuk mosinya kali ini yaitu “How Should Modern Society Respond to Teenage Pregnancy”	Representative	<p>Locutionary: The lecturer explained that the motion's topic was "How Should Modern Society Respond to Teenage Pregnancy?"</p> <p>Illocutionary: The lecturer informed the participants about the topic to be debated.</p> <p>Perlocutionary: Students understood and began preparing data to support their arguments.</p>
11	Sebenarnya bahkan kalau debat aslinya itu kalau lomba eee.. saat case building tidak boleh bawa-bawa kek smartphone, laptop atau fasilitas digital yang memungkinkan kalian	Representative	<p>Locutionary: The lecturer states that participants are not permitted to bring electronic devices that allow for direct information searches in official debates or competitions.</p> <p>Illocutionary: The lecturer explains the rules or regulations</p>

	untuk mencari secara instan.		prohibiting the use of digital devices during the debate. Perlocutionary: Students are made aware of and understand the rules that limit the use of electronic devices during the debate.
12	Dan tim yang diinterupsi boleh atau memiliki hak untuk menerima atau menolak.	Representative	Locutionary: The lecturer stated that the team experiencing the interruption had the right to accept or reject the disruption. Illocutionary: The lecturer explained to the interrupted team that they had the right to accept or reject the motion. Perlocutionary: Students understood their rights regarding interruptions during debate sessions.
13	Let's continue our debate session from the last meeting.	Directive	Locutionary: The lecturer invites students to continue the debate. Illocutionary: The lecturer expects students to immediately prepare to continue the debate session from last week's meeting. Perlocutionary: Students prepare to focus on participating in the debate.
14	Hari ini mosinya adalah: <i>"This House Believes That Gender Equality is Not Yet a Reality."</i>	Representative	Locutionary: The lecturer explained that the motion's topic was "This House Believes That Gender Equality is Not Yet a Reality". Illocutionary: The lecturer informed the participants about the topic to be debated. Perlocutionary: Students understood and began preparing data to support their arguments.
15	Tim yang tidak tampil pekan lalu akan berdebat hari ini.	Representative	Locutionary: Information about the debate's turn. Illocutionary: Establishing turns and directing who will speak.

			Perlocutionary: Teams prepare themselves, and the class prepares to follow the debate.
16	Ingat, minimal 5 menit, maksimal 7 menit untuk berbicara.	Directive	Locutionary: The lecturer explains the rules regarding speaking time in the debate. Illocutionary: The lecturer gives instructions/reminders for students to follow the rules regarding debate duration. Perlocutionary: Students understand the duration of the debate and manage their speaking time to comply with the rules.
17	Jangan lupa kali ini, sesi interupsi harus ada.	Directive	Locutionary: The lecturer reminds students there must be interruptions in this debate session. Illocutionary: The lecturer gives instructions/warnings that students must follow during the debate session. Perlocutionary: Students understand and carry out instructions by interrupting during the debate.
18	Tolong kasi' lebih interaktif dibanding pertemuan di pekan lalu.	Directive	Locutionary: The lecturer requested that this meeting be more interactive than last week's meeting. Illocutionary: The lecturer directed students to increase the level of interaction during the meeting. Perlocutionary: Students were encouraged to strive to make the meeting more interactive, so that the atmosphere would be more lively and participatory than before.

No	Students' Utterance	Patterns of Speech Acts	
1	Good morning, Ma'am.	Expressive	Locutionary: The student responds to the lecturer's greeting, "good morning."

			<p>Illocutionary: The student's response is intended to show respect and awe toward the lecturer.</p> <p>Perlocutionary: The lecturer feels respected by the student's return greeting.</p>
2	Good. We are great.	Expressive	<p>Locutionary: Students respond to the lecturer's greeting, "Good. We are great."</p> <p>Illocutionary: Students respond to the lecturer's question.</p> <p>Perlocutionary: After hearing the students' greetings, the lecturer feels the classroom atmosphere is more positive and enthusiastic.</p>
3	Baik, Ma'am.	Expressive	<p>Locutionary: The student utters "Okay, Ma'am" as a verbal response.</p> <p>Illocutionary: The student's utterance of "Okay, Ma'am" is intended to acknowledge and agree with the lecturer's instructions.</p> <p>Perlocutionary: The lecturer feels appreciated because the student complies with and understands their instructions.</p>
4	Point of Information!	Directive	<p>Locutionary: The student states, "Point of Information."</p> <p>Illocutionary: The student formally requests permission to interrupt during the debate.</p> <p>Perlocutionary: The lecturer acknowledges the student's interruption during the debate.</p>

Appendix 5. Interview Guideline

INTERVIEW GUIDELINE

Analyzing Patterns of Speech Acts in EFL Classroom Interaction at STAIN

Majene

No	Informants	Lecturer	Student
1	General Classroom Interaction	Could you briefly describe your experience teaching English Debate and Critical Speaking courses?	How would you describe the classroom interaction in your English Debate or Critical Speaking class?
		What is the usual atmosphere in the classroom during the learning process?	What kind of speaking activities or situations make you more active in class?
2	Patterns of Speech Act Type	What types of speech or verbal expressions do you usually use with students in the teaching process?	Do you remember something your lecturer said to start a discussion or encourage participation?
		Do you often give instructions, open-ended questions, praise, or direct correction? Can you give examples?	How do you and your friends usually respond to these kinds of utterances from the lecturer?
3	Awareness of Speech Acts	Do you realize or consider a specific purpose when uttering an utterance (e.g., encouraging critical thinking, emphasizing an opinion, motivating, etc.)?	Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?
		Is what you say in class always interpreted according to the students' intentions (illocutionary)?	When you speak in class (e.g., giving opinions, asking questions, responding to feedback), do you think about what

			effect your words will have?
4	Influencing Factors	Several factors, such as classroom dynamics, student characteristics, and so on, typically influence the learning process. In your opinion, what factors influence the use of speech acts in EFL classroom interactions?	Do you consciously choose your words depending on who you talk to (lecturer vs. friends)?
		How can you re-engage students whose minds are no longer focused in class, or how do you deal with such situations?	Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?
		Does the relationship between lecturer and students also influence the form of communication you have in class?	Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?
5	Reflection	In your opinion, do students also exhibit certain types of speech acts during discussions or oral assignments? What are some examples?	Do you know how your words can influence how others react or feel in the classroom?
		Do you have any specific views or suggestions regarding using speech acts in EFL teaching?	What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)
			Does the way the lecturer speaks affect your willingness to participate? How?
			In your opinion, what

			kind of speech or expression from the lecturer helps students learn better?
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Appendix 6. Transcript of Interview with Lecturer

<p>Name: MAAM ASYRAH ABDUL RAHIM</p> <p>11.</p> <p>12. Participant Name: Asyrah Abdul Rahim</p> <p>13. Gender: Female</p> <p>14. Position: Lecturer in English Debate and Critical Speaking</p> <p>15. Interview Time: June 12, 2025, 13:00 WITA</p> <p>16. Research Location: STAIN Majene</p> <p>17. Interviewer: Rahmi R.</p> <p>18.</p> <p>19. R. Boleh diceritakan sedikit tentang pengalaman Maam dalam mengajar mata kuliah English Debate dan Critical Speaking?</p> <p>20. AAR: Kalau pengalamannya, ini pertama kali saya <i>dikawir</i> mata kuliah ini, jadi saya pikir pengalamannya itu kayak pencarian, karena saya juga belum <i>pro</i> sebenarnya. Jadi harus banyak <i>riwet</i> dulu sebenarnya, lihat juga materi-materi yang berkaitan dengan <i>critical speaking</i> ataupun <i>debate</i> itu sendiri.</p> <p>21. R. Bagaimana biasanya suasana kelas saat proses pembelajaran berlangsung?</p> <p>22. AAR: Kalau berbicara tentang suasananya, cukup santai, karena mahasiswanya cukup <i>welcome</i> dan enak untuk diajak diskusi dan sebagainya, meskipun sebenarnya masih kurang interaktif. Tapi cukup bisa <i>lah</i> diajak dan diarahkan.</p> <p>23. R. Dalam proses mengajar, jenis-jenis ujaran atau ekspresi verbal apa saja yang biasanya Bapak/Ibu gunakan kepada mahasiswa?</p> <p>24. AAR: Paling kayak sapaan sebelum masuk atau memulai pembelajaran, seperti sapaan "Good morning," "How do you feel today?" atau "What's interesting today?" Kemudian mahasiswa akan menjawab sesuai apa yang mereka rasakan atau apa yang mereka alami pada saat itu. Karena memang itu semacam pembuka saja atau pengantar sebelum kita menuju materi.</p> <p>25. R. Apakah Bapak/Ibu sering memberi instruksi, pertanyaan terbuka, pujian, atau koreksi langsung? Bisa diberikan contoh?</p> <p>26. AAR: Iya, saya sering memberikan instruksi seperti: "Tolong bagi kelompoknya menjadi dua kubu, masing-masing terdiri dari tiga speaker." Untuk pertanyaan terbuka sendiri, saya biasanya menanyakan ke mahasiswa apakah mosi debat yang akan dibahas dalam praktik itu mudah dipahami. Nah, kalau dari pujian sendiri, saya biasanya di sela-sela praktik debat mahasiswa, ketika ada hal yang membuat saya tertarik, dalam hal ini <i>performancenya</i>, saya selalu mengatakan: "Nice," "Good job," dan lain-lain. Adapun untuk ujaran berupa koreksi, saya biasanya sering mengatakannya ketika sesi debat telah selesai. Di situ, saya memberitahu mahasiswa apa-apa saja yang perlu diperbaiki dan lain-lain.</p> <p>27. R. Apakah Bapak/Ibu menyadari atau mempertimbangkan tujuan tertentu saat mengucapkan kalimat-kalimat tersebut (misalnya untuk mendorong berpikir kritis, menanyakan pendapat, memotivasi, dsb)?</p> <p>28. AAR: Iya, kadang-kadang <i>menghondiskan</i>, kayak tadi ini karena sudah terlalu terlambat sebenarnya, jadi langsung saja masuk ke materi, meskipun sebenarnya itu tidak sepatunya, ya... dilakukan pengajar.</p> <p>29. R. Menurut Bapak/Ibu, apakah apa yang diucapkan di kelas selalu dimaknai sesuai maksud (lokusi) oleh mahasiswa?</p> <p>30. AAR: Waktu awal-awal seperti itu, misalnya menjawab sapaan saya seperti "I'm fine," itu kan jawaban formalitas sebenarnya, ya... belum tentu benar-benar sesuai keadaannya. Nanti setelah itu, saya pancing untuk berkata saja yang sejujurnya: "Kalau memang tidak baik, bilang tidak baik. Kalau lagi sedih atau ada masalah, ka takan saja."</p> <p>31. R. Dalam proses pembelajaran di kelas, biasanya dipengaruhi beberapa faktor seperti dinamika kelas, karakter mahasiswa dan lain-lain. Menurut maam sendiri itu dipengaruhi oleh apa?</p> <p>32. AAR: Kalau saya sih lebih ke karakter mahasiswanya. Meskipun kita sudah menjalankan sesuai dengan apa yang sudah ada di RPS (Rencana Pembelajaran Semester), tapi kan namanya praktik bisa berbeda dengan apa yang tertulis di dalam RPS. Jadi kadang-kadang itu yang terjadi di kelas tidak benar-benar sesuai dengan RPS. Kalau mahasiswanya interaktif, enak, tapi kalau tidak, itu yang (agak menghela napas) agak-agak sulit untuk mencapai tujuan yang tertera di RPS.</p> <p>33. R. Nah, berdasarkan jawaban maam sebelumnya, bagaimana cara maam bisa <i>me-engage</i> kembali mahasiswa yang pikirannya sudah tidak fokus di kelas, atau cara menghadapi suasana demikian?</p> <p>34. AAR: Biasanya dipancing dengan pertanyaan yang langsung ditujukan ke mahasiswa tertentu yang langsung ditunjuk namanya. Kan kalau seperti itu, mereka mau tidak mau, e... harus menjawab, dibanding hanya melempar saja secara umum: "Siapa yang bisa menjawab ini?" Kan biasanya masih <i>bakal tunjuk-tunjuk</i> atau <i>bakal liat-liat</i>, tapi kalau langsung tunjuk orang, sebut nama, mau tidak mau dia harus menjawab.</p>	<p>Awareness of the impact of words Coping Strategy</p> <p>Lecturer's Teaching Strategies Classroom Atmosphere Characteristics of Students</p> <p>Lecturer's Learning Strategies</p> <p>Type of Activity Topic Strategy Instructor Influence of Peers Desire to Grow Classroom Atmosphere</p> <p>Awareness of the impact of words Coping Strategy</p> <p>Characteristics of Students</p>
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125.R: Apakah faktor hubungan antara dosen dan mahasiswa juga mempengaruhi bentuk komunikasi Bapak/Ibu di kelas?

126.AAR: Ya, bisa *mempengaruhi*, karena kan akan terbentuk sendiri dari jarak keakraban, *yah*. Kalau kita berjarak yang jauh, biasanya kita terlalu formal dan pola interaksinya juga kayak formal. Tapi kalau jarak keakrabannya cukup dekat, hal-hal yang lumayan *casual*, kita tidak akan ragu-ragu mengutarakan terhadap mahasiswa.

127.R: Menurut Bapak/Ibu, apakah mahasiswa juga menunjukkan jenis tindak tutur tertentu selama diskusi atau tugas lisan? Seperti apa contohnya?

128.AAR: Ada sih... rata-rata mereka... tapi ini yang saya perhatikan, mungkin karena mereka selalu mulai dengan rata-rata pakai salam, hampir-hampir mirip dengan "Thanks for the opportunity", intinya kayak gitu-gitu dan hampir-hampir mirip semua caranya, tidak ada *ji* yang bervariasi.

129.R: Apakah Bapak/Ibu memiliki pandangan atau saran khusus terkait penggunaan bahasa lisan (speech acts) dalam pengajaran EFL?

130.AAR: Apa ya... mungkin kayak *hmm...* membiasakan untuk membedakan mana ujaran yang *casual* dan ujaran *formal*, khususnya dalam diskusi. Karena kan cara penyampaiannya maupun tingkat kesulitan kosakatanya itu berbeda, karena memang ada *academic word* dan ada juga *daily conversation*.

Type of Activity
Topic
Shyness
Lecturer's Teaching Strategies
Interaction
Influence of Peers
Desire to Grow
Classroom Atmosphere
Characteristics of Students
Awareness of The Impact of Words
Coding University

Appendix 7. Transcript of Interview with Student 1

Name: MUH KHAERUL MUJIQ

Participant Name: Muh. Khaeru1 Muqji

Gender: Male

Semester: IV (Four)

Interview Time: June 12, 2025, 13:00 WITA

Research Location: STAIN Majene

Interviewer: Rahmi R.

R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

MKM: Jadi, mata kuliah *English Debate or Critical Speaking*, suasana kelasnya agak *canggung* karena itu adalah hal pertama yang kami rasakan saat berkuliah. Nah, jadi kemarin pada saat dosen A yang ambil mata kuliah itu, ya kita agak canggung menggunakan Bahasa Inggris untuk berdebat karena banyaknya kosakata akademik yang kurang kami pahami and then tiap kata yang keluar dari kita itu ada yang kurang jelas karena ada beberapa yang masih kurang dalam pronunciation-nya. And then ada juga beberapa kosakata yang kita ketahui itu susah untuk kita intepsi apa yang tim pro atau kontra itu bilang atau ucapkan. Jadi, pada saat debat kita kurang menanggapi karena sibuk masing-masing and then ada juga yang masih mempelajari *"how to pronunciation it like that."* So, kesimpulannya sih, masih kurang karena kosakatanya yang minim, penguapannya tidak terlatih dan agak nervous karena ada dosen and then kita tidak tahu apa yang kita ucapkan karena to be honest, "every word that we have pronounce it's like 'apa ini kubilang e kubaca sajai.'"

R: What kind of speaking activities or situations make you more active in class?

MKM: Oh, jadi untuk kegiatan selain debat, yang membuat kami aktif berbicara di antaranya pasti *it's like expressing our opinion* karena Maam selalu mengundang kami untuk menyampaikan pendapat masing-masing saat pembelajaran telah selesai dengan bertanya, "Bagaimana kelas hari ini? Apakah bagus atau tidak?" Dan yang paling saya suka itu saat disuruh membuat pidato dan mempresentasikannya di kelas. Jadi, tiap orang secara bergiliran memberikan pidato di kelas, tapi dibaca ji... gitu, tapi nasuruh memang cari pidato dan itu sangat bagus dan menarik buat saya karena kita dibenken kesempatan untuk berbicara depan kelas karena memang kan ini mata kuliahnya ada *critical speaking*-nya.

R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

MKM: Kalau ungkapan, ya to general ji... ya generally she says, "Hello everybody, good morning. Dan apa materi kita kemarin?" Kayak reminder, toh. Kemudian sebelum dia masuk ke materi inti, dia jelaskan dulu apa yang perlu ia jelaskan, kayak kemarin pidato, hmm... ya Maam itu sering menjelaskan bagaimana itu pidato. Kemudian setelah itu kita disuruh buat. Jadi ujaran yang digunakan ya... seperti, "Jadi saya minta kalian untuk mencan pidato, kemudian kita akan presentasikan di depan kelas minggu depan, ya." Jadi, kita ya kerja semua. Dan juga dia memberikan kebebasan kepada kita bahwa bagaimana kalian mau di arikan atau kalian yang cari sendiri temanya begitu. Ya, jadi kita bilang, "Kitapi cari sendiri, Maam." "Tolong kerja ini, lalu kalian review, lalu kalian kirim ke email-nya Maam." "Ada email-nya, na kasih tauki, ya." "Dikirim mi ke situ, lalu ada batas waktunya." Setelah itu ya kita semua kerjakan karena tugasnya literally gampang.

R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

MKM: Ungkapan yang biasanya saya dapatkan dari Maam, misal nya saat ada tugas yang diharuskan tampil di depan kelas, saya selalu disuruh tampil pertama. Dan Maam selalu bilang, "Give applause untuk penampil pertama kita pada hari ini." Ya, saya merasa termotivasi dan tidak merasa gugup. Kemudian, kedekatan saya sama Maam kayak... ya hampirka tiap hari juga di rumahnya, selalu ka ke rumahnya toh, selalu ketemu sama Maam, jadi ya dekat sekali sama. Jadi ya, kata-kata yang naungkapkan Maam jadi penyemangat untuk saya. Kemudian ya, Maam itu orangnya setiap ki tampil di depan selalu ada feedback-nya. Jadi feedback-nya itu positif terus i, jadi tidak pernahki "kayak kenapa jelek sekali anumu, kenapa..." misal nya jelek pronunciation-ta... ya nabilangmi, "Tinglatkan lagi pronunciation-nya ya." Intinya kalau ada apa-apa dibikin, misal nya *practice ka*, mengelu arkan pendapat, selalu bilang, "Give applause." Jadi ya bagus i, dirasa enak i, dan ya mungkin kita juga haus akan pujian, tapi Maam itu lek terdalu lavas mi pujiannya sama kita o.

R: When you speak in class (e.g., giving opinions, asking questions, responding to feedback), do you think about what effect your words will have?

MKM: Untuk feedback, ya selama ini tidak pernah ja saya komentari *anu-anunya orang* karena ya sesama teman kelas itu saling menjaga perasaanki. Ya, sejauh ini saya cuma *kasi* motivasi sama orang-orang, kayak misal ada temanku pronunciation-nya kurang bagus, kadang i juga merasa minder toh. Bilangka biasa, "Tidak ji, semangatmoko. Tidak apa-apa ji. Itu o tidak toji ada yang menghakimki di sini." Ya, begitu-begitu ji caraku *motivasi* feedback. Dan reponsnya mereka sangat positif ji, kadang juga bilang, "Yaiya pale, kau yang ajarka."



118. R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

119. MKM: Bukan *pemah* lagi, Kak, tapi malah sering. Kan kalau sebelum berbicara, kita harus *pikir-pikir* dulu apa yang akan kita ucapkan. Jadi ya, misalnya sebelum berbicara ke dosen, tetapkan berpikir keras apa yang mau kubilang, "Ndak pemah ka katarus-tarus..." walaupun ya mungkin ada khilafku. Dan untuk *my friends*, biasa juga katarus-tarus, khilaf *rekeng*. Tapi di sisi lain, lebih banyak berpikir sih sebelum berbicara.

120. R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

121. MKM: Contoh ungkapannya seperti, "Tabe Maam, besok itu a da jadwalnya Maam N, jadi apakah kita bisa masuk setelah Maam N?" Ya, seperti itu. Kemudian Maam bilang, "It's okay." Harapanku itu semoga tersampaikan dengan baik dan jelas ke dosennya, namun ada beberapa pikiran dalam kepala yang mengatakan, "Tidak banji marah ini dosen, tidak banji na tersinggung." Ya, pokoknya kulawan itu rasa takutku dan bisikan-bisikan negatif itu. Atau misalnya saya bilang ke teman kelas saya, "Perbaiki pronunciationmu, m aksudnya ikutko kursus." Dan harapanku supaya membaik *pronunciation*-nya.

122. R: Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?

123. MKM: Ya jelaslah. Karena saya orangnya suka memperjelas sesuatu. Misalnya saya ingin bertanya, saya menekankan intonasi di akhir.

124. R: Are you aware of how your words can influence how others react or feel in the classroom?

125. MKM: Ya, saya menyadari kata-kata yang biasanya saya katakan karena takutnya ada yang tersinggung. Namun, terkadang saya senang kalau ada dari mereka yang termotivasi sama apa yang saya katakan.

126. R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

127. MKM: Jadi, hal yang berpengaruh bagi saya, yang membuat saya lebih dan kurang aktif berbicara di kelas itu, terkadang dan materinya yang susah, dosennya yang satu kaliki bicara, *tappa migas moi*. Namun, dalam mata kuliah ini saya merasa kurang lebih aktif berbicara dikarenakan materi dan koskata yang masih sangat kurang.

128. R: Do you think the way the lecturer speaks affects your willingness to participate? How?

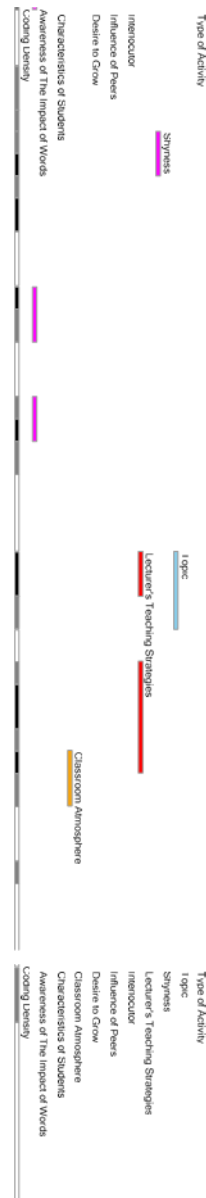
129. MKM: Sangat berpengaruh, kalau dosennya memulai percakapan dengan happy dan bahagia, dan mukanya berseri-seri, jadi kita sebagai mahasiswa merasa semangat untuk belajar dan bertanya di mata kuliah itu. Jika dosennya memulai pelajaran dengan muka murung, misalnya

beliau bertanya, "Selesai tugasnya?" dan bilang, "Ada yang belum selesai..." terus si dosen tiba-tiba marah-marah, ya dari awal sampai akhir suasana kelas itu jadi berpengaruh.

130. R: In your opinion, what kind of speech or expression from the lecturer helps students learn better?

131. MKM: "Kalian dituntut untuk belajar lebih keras lagi. Betapa merugilah kita semua. Memang kalian belum dapat penyesalannya. Namun lima sampai sepuluh tahun kemudian, kalau kamu tidak berusaha dari sekarang, yakin dan percaya kamu pasti akan menyesal. Karena kita tidak bisa kembali ke masa lalu. Dek... karena kita sudah ada di masa depan."

132:



Appendix 8. Transcript of Interview with Student 2

Name: SALIPAUDIN

17:

17. Participant Name: Salipaudin

18. Gender: Male

19. Semester: IV (Four)

20. Interview Time: June 12, 2025, 13:00 WITA

21. Research Location: STAIN Majene

22. Interviewer: Rahmi R.

18:

19. R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

20. S: Suasana di kelas mata kuliah *Debate English Speaking* biasanya cukup aktif, tapi tetap santai. Mahasiswa saling berganti menyampaikan pendapatnya atau argumennya dalam bahasa Inggris, sesuai dengan topik yang sudah ditentukan dosen. Dosen biasanya memandu jalannya debat, memberi waktu bicara, dan kadang memberi masukan kalau ada yang salah dalam penyampaian. Mahasiswa lain yang tidak sedang bicara akan memperhatikan atau mencatat poin-poin penting. Kadang juga ada yang mengajukan pertanyaan atau sanggahan. Jadi, *hilo* secara umum, suasana kelasnya tidak terlalu formal dan tidak juga terlalu bebas.

21. R: What kind of speaking activities or situations make you more active in class?

22. S: Oke, jadi situasi yang bisa bikin kita jadi lebih aktif di kelas dalam mata kuliah seperti *English Debate & Critical Speaking* itu biasanya karena ada beberapa faktor: 1) Topik yang dibahas dalam debat itu topik yang kita suka, 2) Terus ada sistem kelompok atau tim, karena biasanya kalau berkelompok, kalau salah satu mahasiswa kekurangan argumen, bisa nabantu timnya, 3) Kelasnya tidak terlalu ramai, karena kalau kelasnya agak ramai, biasanya agak tegang.

23. R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

24. S: Iya, saya masih sangat mengingat ujaran yang disampaikan dosen. Yang disampaikan itu, yang pertama, harus berani berbicara, jangan takut salah. Dosen juga sering bilang, "Speaking itu harus dibiasakan dalam kehidupan sehari-hari, bukan cuma saat mau presentasi saja. Kalau tidak punya teman latihan, yang berdiri di depan cermin atau rekam suara sendiri." Kalau dibilang

worth it, jawaban: "Iya." Tapi tergantung dari kita, kalau benar-benar dilakukan apa yang disampaikan.

25. R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

26. S: Iye, sudah pernah dosen kasi motivasi waktu belajar di kelas. Biasanya itu dosenku suka kasi motivasi di akhir kelas, sebelum kelas ditutup, pas tinggal beberapa menit mi. Kalimat ini yang biasa sering nabilang, "Kita harus tetap rajin dan semangat, karena apa yang kita kerjakan hari ini, itu akan tentukan masa depan kita. Makin keras kerja ta' sekarang, makin besar hasil ta nanti." Saya rasa motivasi itu cukup masuk akalji dan memang bikin tambah semangat juga. Karena kadang kan kita cape' belajar, apalagi kalau banyak tugas atau pas lagi kurang mood. Tapi kalau dosen sampaikan kata-kata seperti itu, rasanya kayak diangkatmi lagi kalau semua perjuangan ini ada hasilnya. Dan memang cocok itu disampaikan di akhir kelas, karena di saat itu juga kita bisa pulang bawa semangat, bukan cuma bawa capek. Jadi menurutku, motivasi dari dosen itu sangat berguna dan worth it, apalagi kalau disampaikan dengan niat yang tulus.

27. R: When you speak in class (e.g., giving opinions, asking questions, responding to feedback), do you think about what effect your words will have?

28. S: Kalau masalah bertanya di kelas, ya pernah. Tapi kalau memberikan saran atau berpendapat ke teman itu jarang sekali, karena agak khawatir kalau ngeni saran nanti buat orang tersinggung.

29. R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

30. S: Iya, kalau berbicara ke dosen, biasanya pakai bahasa atau kata-kata yang lebih sopan atau formal. Beda dengan saat kita berbicara dengan teman kelas atau mahasiswa lainnya, biasanya menggunakan bahasa yang lebih informal atau lebih santai. Contohnya, biasa kalau dosen bilang, "Kalian di mana?", biasanya saya bukan cuma saya sih, tapi semua teman kelasku pasti menjawab, "Kami di... Maam."

31. R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

32. S: Kalau *jujuri*, saya jarang sekali mengungkapkan ungkapan di dalam kelas. Mungkin karena saya kadang masih ragu atau kurang percaya diri untuk bicara langsung, apalagi di depan banyak orang. Tapi walaupun begitu, pernah juga sesekali saya ungkapkan sesuatu, misalnya waktu saya merasa bingung dengan materi, saya bilang: "Maam, saya agak kurang paham di bagian ini, bisa diulang se dikit?" Ungkapan itu sederhana, tapi waktu saya ucapkan, harapan saya cuma satu: semoga dosen bisa paham dan menjelaskan ulang dengan cara yang lebih mudah

Spines
Influence of Peers
Desire to Grow
Characteristics of Students
Awareness of the Impact of Words
Coding Density

Type of Activity
Lecturer's Teaching Strategies
Lecturer
Classroom Atmosphere

Type of Activity
Lecturer's Teaching Strategies
Instructor
Influence of Peers
Desire to Grow
Classroom Atmosphere
Characteristics of Students
Coding Density

Spines
Awareness of the Impact of Words
Coding Density

dimengerti. Saya juga berharap supaya dosennya tidak marah atau bosan, karena saya tanya hal yang mungkin sudah dijelaskan sebelumnya.

123. R: Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?

124. S: Biasanya, kalau bertanya *ka*, ya jelas paham apa yang mau *ku* tanyakan. Karena biasanya kalau bertanya *ka*, *ku* sampaikan ulang dulu potongan penjelasan apa yang *njelaskan* tadi pematiri, kemudian *katanyakan* *mi* apa yang tidak *ku* mengerti dari apa yang *njelaskan* itu.

125. R: Are you aware of how your words can influence how others react or feel in the classroom?

126. S: Iya, saya sadar kalau kata-kata yang saya ungkapkan itu bisa *memengaruhi* orang lain bereaksi di dalam kelas.

127. R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

128. S: Yang membuat saya kurang berbicara di kelas, faktorinya dari saya sendiri. Saya kurang percaya diri.

129. R: Do you think the way the lecturer speaks affects your willingness to participate? How?

130. S: Iya sangat mempengaruhi.

R: In your opinion, what kind of speech or expression from the lecturer helps students learn better?

132. S: Menurut saya, dosen sebaiknya tidak hanya memberi motivasi yang umum dan bersifat formal, tapi juga berusaha memahami kondisi dan masalah yang sedang dialami oleh mahasiswa. Kadang mahasiswa bukan tidak mau belajar, tapi mereka punya kesulitan tertentu seperti kurang percaya diri, tidak paham materi, atau sedang mengalami tekanan di luar kelas.

Code	Type of Activity Topic	Synopsis	Lecturer's Teaching Strategies
123	Interoceptor Influence of Peers Desire to Grow Classroom Atmosphere Characteristics of Students		
124			
125			
126			
127			
128			
129			
130			
132			

Appendix 9. Transcript of Interview with Student 3

Name: HUMAIRA

12. Participant Name: Humaira

13. Gender: Female

14. Semester: IV (Four)

15. Interview Time: June 12, 2025, 13:00 WITA

16. Research Location: STAIN Majene

17. Interviewer: Rahmi R.

18.

19. R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

20. H: Menurut saya suasana kelasnya cukup menyenangkan karena dari dosennya sangat menyenangkan, apalagi cara dia mengajak kita berinteraksi di kelas itu menyenangkan. Misalnya, dosennya sering ajak kita diskusi atau bertanya langsung ke mahasiswa satu per satu. Kadang juga suruh kita kerja kelompok atau presentasi, jadi tidak hanya dosennya saja yang aktif. Itu yang bikin kelasnya tidak terlalu tegang dan kita lebih semangatnya juga untuk bicara.

21. R: What kind of speaking activities or situations make you more active in class?

22. H: Mungkin saat dosen memberi kita waktu belajar dan berbicara dengan teman kelompok saat case building, dan dari situ kita bisa aktif berbicara dengan teman kelas. Soalnya kalau kerja kelompok, rasanya lebih santai dan bisa saling bantu kalau ada yang bingung. Tidak terlalu tegang juga dibandingkan kalau langsung bicara depan dosen.

23. R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

24. H: Dosen ketika memulai kelas selalu menyapa kami, menanyakan kabar, dan menanyakan apa hal menarik hari ini sebelum memulai pembelajaran. Menurut saya itu dilakukan supaya suasana kelas lebih santai dan kita merasa nyaman dulu sebelum mulai belajar. Jadi bukan langsung masuk materi, tapi dikasi dulu waktu untuk membangun suasana.

25. R: How do you and your friends usually respond to these kinds of utterances from the lecturer?

26. H: Tentu kami menjawabnya dengan baik, misalnya dosen mengucapkan "Good morning everyone", maka kita akan menjawab juga "Good morning, Ma'am". Kadang juga kalau ditanya

kabar, kita jawab "I'm fine" atau "Alhamdulillah baik", sesuai kemampuan masing-masing. Jadi responnya positif karena kita juga diajak untuk aktif dari awal.

27. R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

28. H: Tentu saya merasa termotivasi, terutama saat dosen memberikan kami motivasi setelah refleksi pembelajaran dari debat. Kata beliau, ada beberapa dari kami yang masih kurang dalam skill berbicara Bahasa Inggris, terutama dalam pronunciation dan cara menyampaikan opini. Tapi beliau tidak langsung menyalahkan, justru menyarankan kami untuk lebih banyak membaca dan mendengarkan audio-audio agar lebih terbiasa. Yang paling saya suka juga, beliau memaklumi performance awal kami yang masih kurang bagus, jadi tidak langsung ditegur keras, tapi diberi masukan dengan baik.

29. R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

30. H: Kalau ke dosen biasanya saya mempersiapkan kata-kata yang akan saya ucapkan, berbeda kalau mau bicara dengan teman. Kalau dengan dosen, saya harus berpikir dulu, lebih sopan, dan kadang juga pakai Bahasa Inggris yang formal. Tapi kalau dengan teman kelas, biasanya langsung saja saya bicara tanpa pikir panjang, karena lebih santai jii.

31. R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

32. H: Ujaran yang biasanya saya gunakan adalah kalimat pertanyaan, misalnya saya pernah bilang, "Ma'am, apakah bisa dijelaskan ulang bagian tadi tentang mosi debat?" Itu biasanya saya bilang kalau memang saya tidak mengerti materinya. Nah, dari situ saya harap responnya dosen bisa menjawabnya dengan singkat dan jelas supaya saya langsung paham.

33. R: Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?

34. H: Iya, saya tahu. Karena memang beda-beda fungsinya tergantung situasi. Misalnya, kalau saya tidak mengerti materi, saya biasanya bertanya ke dosen, jadi fungsinya itu asking. Tapi kalau ke teman, kadang saya menyarankan, kayak "Coba perbaiki pronunciation-nya," itu masuk suggesting. Dan kalau misalnya saya merasa gugup, ya saya bisa bilang, "Saya agak nervous," itu termasuk expressing feeling. Jadi saya sadari kalau setiap ucapan itu punya fungsi berbeda tergantung ke siapa dan dalam situasi apa kita bicara.

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Appendix 10. Transcript of Interview with Student 4

Name: RANI SALSABILA

1. Participant Name: Rani Salsabila

2. Gender: Female

3. Semester: IV (Four)

4. Interview Time: June 12, 2025, 13:00 WITA

5. Research Location: STAIN Majene

6. Interviewer: Rahmi R.

7.

8. R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

9. RS: Jadi, saya berpikir bahwa kelas *Speaking* ini *I mean* mata kuliah *English Debate or Critical Speaking* ini cukup menyenangkan. Karena sebelum masuk di kelas ini, saya berpikir awalnya kelas ini menegangkan. Saya bayangkan sebelumnya bakal nakasi tugas-tugas berat, nasuruki bicara panjang lebar depan kelas, dan mungkin juga langsung dimarahi kalau salah sedikit. Tapi ternyata saat saya bertemu langsung dengan dosennya, ternyata tidak se-*killer* itu. Malah dosennya santai dan terbuka, jadi suasana kelasnya menyenangkan dan nyaman. Kita juga tidak langsung dituntut harus perfect bicara bahasa Inggris, tapi lebih ke diarahkan pelan-pelan. Kalau salah pronunciation atau kurang vocabulary, dosennya tidak langsung tegur dengan cara yang bikin malu, tapi lebih ke motivasi dan kasi saran yang bikin kita semangat. Makanya saya jadi lebih enjoy ikut mata kuliah ini, karena tidak setegang yang saya bayangkan dari awal.

10.

11. R: What kind of speaking activities or situations make you more active in class?

12. RS: Saya suka saat sesi simulasi, karena kita langsung mengaplikasikan ilmu yang sudah kita pelajari, dalam hal ini mempelajari mosi yang akan didebatkan. Jadi, bukan cuma teori ji yang didengar, tapi langsung praktik. Kadang juga kita dikasi waktu untuk riset dulu sebelum debat, jadi kita bisa lebih siap menyusun argumen. Terus serunya lagi, kita bisa belajar bagaimana cara menyanggah pendapat tim lawan dengan cara yang sopan tapi tetap kuat. Di situ juga kita belajar kerja sama dalam tim, karena tiap orang punya peran masing-masing. Pokoknya menu rutuk bagian simulasi itu paling seru, karena bisa bikin kita lebih paham dan percaya diri, apalagi kalau tim kita bisa kasih argumen yang bagus dan bisa menang debat.

13. R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

14. RS: Biasanya ketika baru pertama kali masuk di kelas, kita disapa oleh dosen menggunakan kata sapaan seperti "Good morning", "How are you?". Jadi memang suasana awal kelas itu dibuat agak santai dulu, tidak langsung masuk ke materi berat. Setelah itu, kita dijelaskan secara singkat mengenai materi dan topik yang akan kita pelajari saat itu juga. Misalnya maam bilang, "Hari ini kita akan bahas tentang bagaimana menyusun argumen dalam debat," atau kadang juga dijelaskan dulu sedikit latar belakang topiknya biar kita semua paham. Dari situ kita biasanya dikasi waktu untuk baca-baca sedikit, terus lanjut ke diskusi kelompok atau simulasi. Jadi pembelajarannya itu memang berproses, tidak langsung disuruh maju atau bicara, tapi dikasi pemahaman dulu. Itu yang bikin saya merasa nyaman juga di kelas ini, karena tidak langsung dituntut harus tahu semua, tapi di bimbing pelan-pelan.

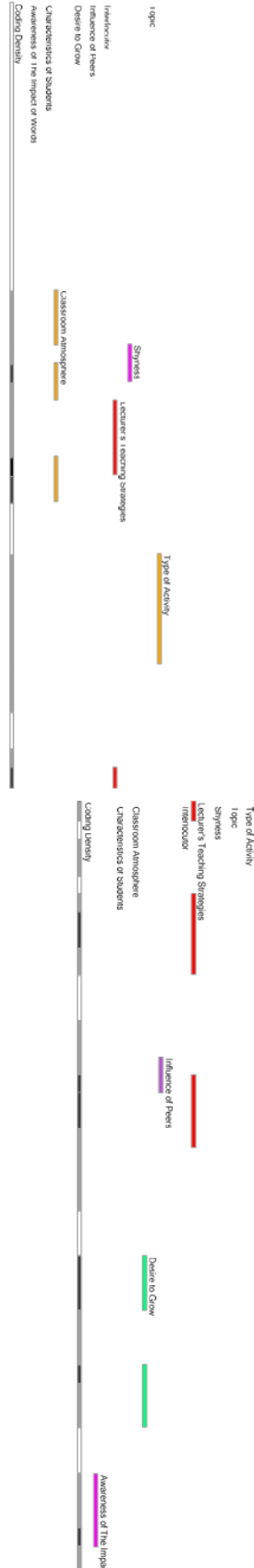
15. R: How do you and your friends usually respond to these kinds of utterances from the lecturer?

16. RS: Biasanya direspon dengan semampu kita, jadi apa yang ditanyakan dosen kita menjawabnya dengan ucapan yang sesuai. Kadang kalau memang pertanyaannya ringan atau sudah pernah dibahas sebelumnya, kita langsung mi jawab, tapi kalau masih ragu-ragu biasanya kita liat-liatan dulu dengan teman sebelah, siapa duluan yang jawab. Tapi karena dosennya sering menggunakan nada sopan dan ramah, maka kami meresponnya dengan lebih semangat dan tidak takut salah. Apalagi kalau nadanya lembut dan tidak menekan, rasanya kayak kita dikasi ruang untuk mencoba, walaupun belum tentu jawaban kita betul. Jadi suasananya itu bukan suasana yang bikin tertekan, tapi lebih kayak suasana yang mendorong kita untuk berani buka suara dan belajar dari kesalahan. Meskipun awalnya takut-takut, tapi karena cara dosennya juga baik, akhirnya kita mi lebih terbuka dalam menjawab pertanyaan.

17. R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

18. RS: Kami selalu merasa termotivasi, apalagi dosen sering menceritakan pengalaman hidupnya hingga bisa sukses sampai menjadi dosen dan *side job* yang lain, sehingga sangat memotivasi saya sendiri. Ceritanya itu tidak muluk-muluk, tapi justru real dan relate sama kita sebagai mahasiswa. Misalnya maam bilang dulu juga dia pernah susah, pernah gagal, pernah juga takut berbicara di depan umum, tapi karena dia terus latihan dan tidak menyerah, akhirnya bisa sampai di titik ini. Jadi kita dengar ceritanya itu bukan hanya kagum, tapi juga merasa "kalau maam bisa, berarti kita mi juga bisa." Dari situ saya jadi termotivasi untuk terus belajar, tidak gampang menyerah, dan mulai percaya diri sedikit demi sedikit. Pokoknya setiap kali maam cerita begitu, rasanya semangat belajarku langsung naik mi lagi.

19. R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?



120.RS: Kalau untuk dosen, biasanya *prepare* dulu, kak. Karena saya pikir kalau berbicara sama dosen itu harus lebih sopan dan tertata, jadi perlu pikir-pikir dulu apa yang mau saya sampaikan, apalagi kalau pakai Bahasa Inggris. Kadang juga saya tulis dulu poin-poinnya, atau atur dulu kalimatnya di kepala biar tidak salah ngomong. Tapi kalau untuk teman sendiri, saya tidak butuh persiapan. Karena lebih santaiji, ngobrolnya juga tidak terlalu formal, jadi langsungmi saja bicara sesuai apa yang ada di kepala. Lagi kalau sama teman, mau salah sedikit juga tidak terlalu dipermasalahkan, toh mereka juga paham maksud kita. Jadi memang beda rasanya kalau bicara sama dosen dan bicara sama teman.

121.R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

122.RS: Mungkin karena jarangka juga bertanya, kak. Jadi, kan awal-awal kelas ditanya memang kayak pendapat kita masing-masing. Kadang saya masih ragu juga angkat tangan, karena takut salah bicara atau salah paham maksud pertanyaannya dosen. Tapi kalau memang saya ditanya langsung atau dipanggil namaku, ya saya coba jawab sebisa. Ketika saya menjelaskan, harapan saya dosennya bisa mengerti apa yang saya jelaskan, walaupun kadang-kadang agak mutar-mutar juga penjelasanku karena bingung cari kosakata yang pas. Tapi saya berusaha juga supaya dosen bisa lihat kalau saya memang mau mencoba, walaupun tidak sempurna. Makanya saya suka kalau dosennya sabar dan kasi feedback positif, karena itu bisa bantu tingkatkan kepercayaan diriku juga untuk lebih berani bicara di kelas.

123.R: Are you aware of how your words can influence how others react or feel in the classroom?

124.RS: Iya, saya sadar, karena saya pernah menjawab pertanyaan dengan nada yang agak lebay, teman saya jadi salah paham mengira saya *pick-me*. Padahal sebenarnya tidak ada niat begitu, cuma memang kadang cara berbicara kita itu bisa ditangkap beda sama orang lain. Sejak saat itu, saya lebih hati-hati kalau mau menjawab di kelas. Saya pikir dulu nadanya, terus kata-katanya juga saya jaga biar tidak terkesan mau menonjol atau cari perhatian. Kadang bukan karena kita salah isi jawabannya, tapi cara kita menyampaiakannya itu yang bikin orang salah paham. Jadi dari situ saya belajar juga pentingnya memperhatikan gaya bicara, apalagi di depan banyak orang, karena bisa jadi itu memengaruhi cara orang lain menilai kita.

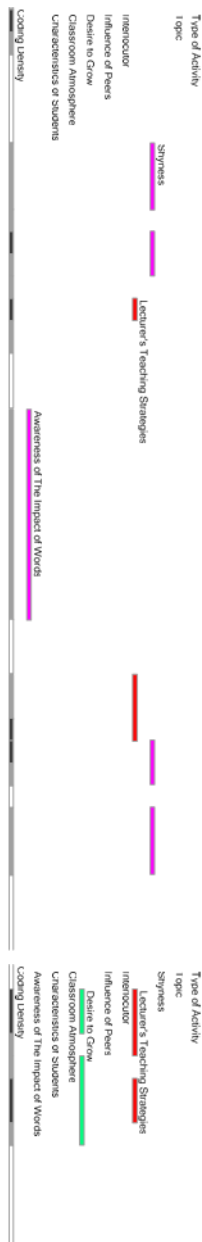
125.R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

126.RS: Mungkin untuk yang membuat saya percaya diri, itu dari dosennya yang suka merespon dengan baik. Kalau saya bicara atau presentasi di depan kelas, terus dosennya mengangguk-angguk, senyum, atau kasih tanggapan positif, itu bikin saya lebih semangat bicara. Rasanya dihargai, meskipun mungkin masih ada salahnya juga. Tapi kalau yang membuat saya kurang percaya diri berbicara, itu datang dari saya sendiri. Kadang sebelum tampil, saya sudah latihan berulang-ulang, sudah siapkan semua materi, bahkan hafal juga poin-poin pentingnya.

Tapi pas hari H, entah kenapa tiba-tiba grogi, jantung berdebar, terus blank mi kepalaku, sampai lupa apa yang mau saya katakan. Jadi bukan karena tidak siap, tapi karena rasa gugup yang datang tiba-tiba itu. Tapi ya, dari pengalaman itu saya belajar juga untuk lebih tenang dan tarik napas dulu sebelum mulai bicara.

127.R: Do you think the way the lecturer speaks affects your willingness to participate? How?

128.RS: Tentunya memberi pengaruh, kak. Apa ya... ketika selesai sesi simulasi dan praktik debat, dosen membenarkan kami kritik dan saran terhadap hasil penampilan kami, sehingga kami bisa melakukan refleksi diri secara mandiri. Biasanya maam kasi tahu mana yang sudah bagus dan mana yang masih perlu diperbaiki, kayak struktur argumen kita, pengucapan katanya, atau cara kita menyampaikan pendapat. Jadi dari situ kita tahu mi letak kekurangannya di mana. Dan bagusnya juga, maam itu selalu kasi saran dengan cara yang positif, tidak bikin kita malu atau down, tapi justru bikin kita semangat untuk belajar lebih baik lagi. Saya pribadi jadi bisa evaluasi diriku sendiri setelah dapat feedback seperti itu. Kadang saya catat juga masukannya supaya bisa saya perbaiki untuk penampilan selanjutnya.



Appendix 11. Transcript of Interview with Student 5

Name: BADRIYAH KAMILAH ARIF

1.

2. Participant Name: Badriyah Kamilah Arif

3. Gender: Female

4. Semester: IV (Four)

5. Interview Time: June 12, 2025, 13:00 WITA

6. Research Location: STAIN Majene

7. Interviewer: Rahmi R.

8.

9. R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

10. BKA: Menurut saya, kelas ini sedikit susah bagi saya, kak, karena saya tipe orangnya pemalu. Terus kan kelas English Debate, kita disuruh bicara di depan. Jadi jujur saja, pertama-tama saya agak minder dan tidak percaya diri, apalagi kalau sudah disuruh maju sendiri atau debat sama kelompok lain. Rasanya kayak semua orang perhatikan kita, jadi makin grogi. Kadang juga saya takut salah ngomong atau pronunciation-ku kurang bagus, terus nanti ditertawakan atau dikoreksi. Tapi ya tetap saya coba hadapi pelan-pelan, meskipun belum lancar, karena saya tahu ini juga bagian dari proses belajar. Saya juga pelan-pelan biasakan diri untuk angkat bicara, walaupun sedikit-sedikitnya dulu. Yang penting saya berani mencoba.

11. R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

12. BKA: Biasanya dosen, sebelum memulai pembelajaran, dia menyapa dan menanyakan kabar siswa. Kadang dia bilang, "Good morning, how are you today?" Terus kita semua jawab, "Good morning maam, fine." Setelah itu, maam juga kadang selipkan sedikit cerita tentang dirinya, misalnya pengalaman waktu kuliah, atau cerita pas dia pertama kali ngajar. Jadi sebelum masuk materi, suasananya dulu yang dibuat santai supaya kita tidak terlalu tegang. Saya pribadi suka maam kalau dosen begitu, karena jadi terasa lebih dekat, tidak kaku, dan kita juga lebih nyaman mau tanya-tanya atau kasih pendapat.

13. R: How do you and your friends usually respond to these kinds of utterances from the lecturer?

14. BKA: Kami meresponnya dengan senang dan excited. Apalagi kalau dosennya masuk kelas terus sapa di dulu kayak "Good morning, how are you today?", rasanya kayak dihargai. Jadi semangatnya juga jawab, "Fine maam, alhamdulillah." Meskipun kadang capek atau lagi banyak tugas, tapi kalau disapa begitu, bisa bikin suasana hati lebih enak. Kadang juga maam senyum-senyum atau cerita sedikit sebelum mulai materi, jadi tidak gang suasananya. Kami juga jadi lebih terbuka dan tidak takut salah kalau mau tanya atau kasih pendapat di kelas.

15. R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

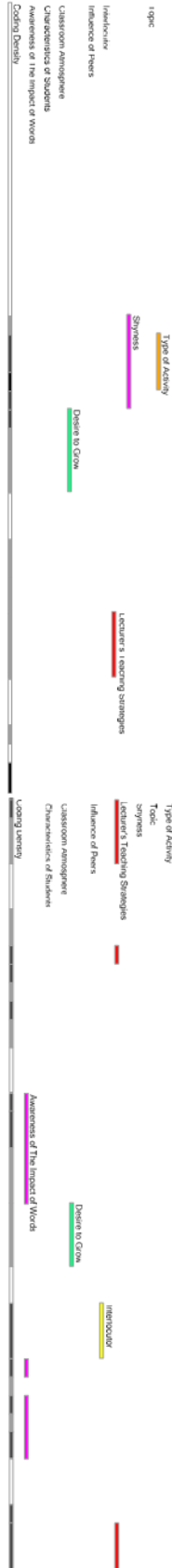
16. BKA: Saya kurang ingat contoh ujarannya, tapi biasanya sering menyelipkan kata motivasi seperti "tetap berusaha" dan "belajar dengan baik". Kadang juga disampaikan di akhir kelas atau pas kita selesai presentasi. Maam itu suka bilang begitu sambil senyum, jadi meskipun capek atau mungkin tadi presentasinya belum maksimal, tetap merasa dihargai. Kata-kata kayak begitu sederhana memang, tapi bisa mi kasi semangat lagi buat belajar. Apalagi kalau lagi banyak tugas atau kurang percaya diri, kata-kata motivasi dari dosen itu sangat membantu sekali supaya kita tidak gampang putus asa.

17. R: When you speak in class (e.g., giving opinions, asking questions, responding to feedback), do you think about what effect your words will have?

18. BKA: Ya, biasanya ketika saya ingin berpendapat, saya berpikir bagaimana kira-kira reaksinya orang-orang terhadap saya. Kadang muncul pikiran, "Jangan-jangan nanti mereka pikir saya sok tahu," atau "Apa yang saya bilang ini masuk akal atau tidak ya?" Jadi, sebelum saya berbicara, biasanya saya timbang-timbang dulu baik-buruknya, cokol tidak dengan situasi kelas, dan apakah teman-teman atau dosen bisa menerima pendapatku itu. Kadang juga takut kalau ucapanku menyinggung atau malah bikin orang salah paham. Tapi meskipun begitu, saya tetap berusaha untuk berani bicara, karena saya tahu kalau saya terus diam, saya tidak akan berkembang. Jadi saya pelan-pelan belajar mengontrol rasa khawatir itu, supaya tetap bisa menyampaikan apa yang ada di pikiranku.

19. R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

20. BKA: Tergantung orang yang akan saya bicarai, kak. Tapi kebanyakan saya tidak memikirkan kata yang akan saya gunakan dan ucapkan ketika berbicara dengan dosen maupun teman kelas. Kalau bicara sama teman, biasanya lebih santai ji, jadi apa yang ada di kepala langsung mi bilang. Tapi kalau sama dosen, kadang agak jaga sikap sedikit, tapi tetap saja tidak terlalu kupikir panjang juga apa yang mau kuucapkan. Mungkin karena sudah terbiasa spontan, jadi tidak terlalu kupikirkan struktur atau pemilihan katanya. Tapi kadang juga setelah bicara baru saya sadar, oh iya, mungkin tadi kurang sopan atau kurang tepat bilangku. Tapi ya itu tadi, tergantung juga siapa lawan bicaraku dan suasana saat itu.



121.R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

122.BKA: Contoh, waktu itu saya bilang, "Maam, bisaj di ulangi bagian tadi? Soalnya kurang kupahami inti materinya." Maksudku, saya tidak terlalu tangkap inti dari **penjelasannya karena** terlalu mutar-mutar. Harapanku waktu itu supaya maam bisa ulangi dengan penjelasan yang lebih ringkas dan langsung ke poinnya, supaya lebih dipahami juga.

123.R: Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?

124.BKA: Iye, saya tahu. Karena beda ji fungsinya kalau kita mau bertanya, memerintah, kasi saran, atau mengespresikan perasaan. Misalnya, kalau saya tidak mengerti materi, saya biasanya bilang: "*Maam, boleh di ulangi sedikit mi bagian tadi?*" Itu bentuk bertanya.

125: Kalau saya mau kasi saran ke teman, saya bisa bilang: "*Coba lati hami lagi pronuniation-ta supaya lebih jelas waktu presentasi.*" Ndak mungkin juga saya bilang: "*Semangat terus belajar, jangan menyerahi!*" padahal saya mau tanya tentang deadline tugas. Jadi saya tahuji kapan pake ujaran yang cocok sesuai fungsinya.

126.R: Are you aware of how your words can influence how others react or feel in the classroom?

127.BKA: Saya tidak terlalu menyadarinya, kak, karena saya sendiri jarang bicara di kelas. Saya hanya bicara ketika disuruh atau saat praktik debat. Jadi saya belum merasakan langsung efeknya. Tapi mungkin saja kalau saya bicara dengan nada yang terlalu keras atau kata-kata yang kurang sopan, bisa saja teman lain merasa tersinggung. Jadi walaupun belum terlalu terasa pengaruhnya, saya tetap berusaha hati-hati kalau bicara.

128.R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

129.BKA: Menurut saya dari segi topiknya, kalau topiknya terlalu sulit dan asing di telinga saya, saya merasa lebih mending untuk dengarka saja. Tapi selain itu, gaya dosen juga berpengaruh. Kalau dosennya terlalu cepat jelaskan materi, atau kayak kurang friendly, saya jadi malas mi angkat tangan. Tapi kalau dosennya santai dan terbuka, saya lebih nyaman juga untuk kasih tanggapan. Terus kalau ada temanku juga yang aktif, biasanya bisa tertular semangat untuk ikut bicara juga. Tapi tetap balik lagi ke rasa percaya diri, kalau saya tidak siap atau belum paham betul, pasti di amki saja.

130.R: Do you think the way the lecturer speaks affects your willingness to participate? How?

131.BKA: Iya, saya lebih percaya diri kalau dosennya tidak terlalu kaku menjelaskan dan menghargai setiap perbedaan pendapat dari kami sebagai mahasiswa. Soalnya kalau dosennya terlalu serius atau cepat marah, biasanya saya jadi takut salah dan tidak berani angkat bicara. Tapi kalau cara bicaranya santai dan terbuka, rasanya nyaman ji untuk ikut diskusi atau kasih pendapat.

132:

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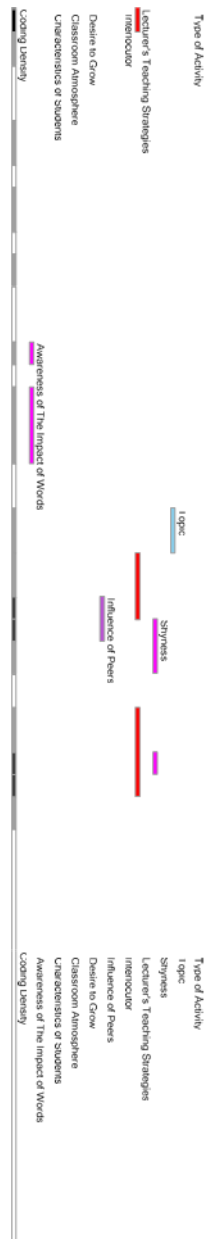
135:

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Appendix 12. Transcript of Interview with Student 6

Name: HUSNUL ARIFAH

12. Participant Name: Husnul Arifah

13. Gender: Female

14. Semester: IV (Four)

15. Interview Time: June 12, 2025, 13:00 WITA

16. Research Location: STAIN Majene

17. Interviewer: Rahmi R.

18.

19. R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

20. HA: Suasana kelas *English Debate and Critical Speaking* itu menyenangkan, karena dosennya juga cukup santai dan terbuka kalau kita mau bertanya atau kasih pendapat. Tapi kadang juga membosankan, kalau, misal, terlalu lama mengajar di dalam tanpa diselingi kegiatan atau ice breaking, apalagi kalau kita duduk terus dan cuma denger materi. Biasanya kalau sudah begitu, suasananya jadi agak hening, teman-teman juga banyak yang mulai gelisah atau tidak fokus. Tapi selama ada aktivitas yang melibatkan kita langsung, seperti diskusi kelompok atau simulasi debat, itu baru seru lagi kelasnya.

21. R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

22. HA: Sometimes my lecturer always say greetings like "Good morning" when she starts the class. Kadang juga menanyakan apa yang menyenangkan dari pembelajaran hari ini, terus biasanya disuruh mi satu dua orang kasih pendapat. Kalau tidak ada yang angkat tangan, biasanya ditunjuk langsung. Tapi menurutku itu bagus, karena dari awal kelas sudah terasa ringan suasananya. Jadi tidak langsung masuk ke materi yang berat, tapi ada dulu sapaan dan pertanyaan yang bikin kita lebih santai.

23. R: How do you and your friends usually respond to these kinds of utterances from the lecturer?

24. HA: Respon kami sebagai mahasiswa, tentu kami menjawabnya dengan "Selamat pagi, Bu", terus dilanjutkan dengan menjawab bahwa kabar kami baik. Kadang juga ada yang tambahkan sedikit jawaban kayak "Alhamdulillah sehat, Bu" atau "Lagi capek ji sedikit, Bu, tapi tetap semangat." Jadi memang tergantung suasana hati juga. Tapi secara umum, kami tetap kasih respon baik supaya kelas bisa dimulai dengan suasana yang positif. Walaupun sebenarnya ada juga yang bilang baik tapi mukanya tidak semangat, tapi dosen biasanya tetap senyum dan bilang, "Yang penting hadir dulu, semangat nanti datang sendiri." Nah, dari situ biasanya suasananya jadi cair dan lebih nyaman.

25. R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

26. HA: Kadang dosennya, saat di kelas, memberi motivasi seperti: "Tolong speaking-nya ditingkatkan lagi dan vocabulary-nya." Biasanya beliau bilang itu setelah kita selesai presentasi atau tampil di depan kelas. Kadang juga ditambahkan lagi bilang, "Kalau bisa, cari kosakata baru setiap hari, terus dicatat dan dipraktikkan dalam percakapan." Nah dari situ, kami sebagai mahasiswa mulai sadar juga kalau memang perlu lebih banyak latihan dan memperkaya vocabulary. Walaupun awalnya agak malas-malasan, tapi karena sering diingatkan terus begitu, akhirnya kami coba mi juga perlahan-lahan. Apa lagi kalau sudah mau presentasi, baru terasa pentingnya punya cukup vocabulary dan percaya diri saat speaking.

27. R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

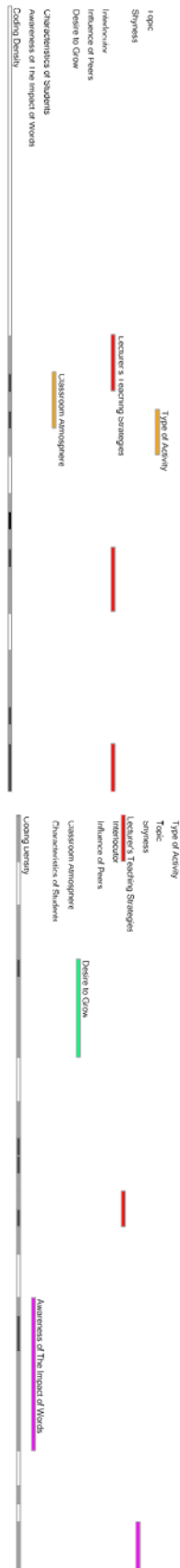
28. HA: Misalnya saat ada penjelasan materi yang kurang saya pahami, saya biasanya bertanya dan berharap dosen bisa menjelaskan ulang materi tersebut dengan sedetail mungkin. Soalnya kadang memang ada bagian materi yang lewat begitu saja, entah karena penyampaiannya cepat atau saya sendiri yang belum fokus. Jadi, kalau bisa dijelaskan ulang pelan-pelan, pake contoh, atau kasih ilustrasi, itu sangat membantu sekali. Karena kalau tidak dijelaskan lagi, biasanya saya jadi malas mi tanya, apalagi kalau dosennya kelihatan buru-buru atau langsung lanjut materi. Tapi kalau dosennya mau ulangi lagi dengan sabar, rasanya kita sebagai mahasiswa juga jadi lebih semangat untuk paham.

29. R: Are you aware of how your words can influence how others react or feel in the classroom?

30. HA: Iya, saya yakin bahwa ucapan kita bisa membuat teman yang lain merasa nyaman, bahkan merasa tidak dihargai. Soalnya, kadang ada orang yang tersinggung bukan karena maksud kita jelek, tapi karena cara kita menyampaikan itu tidak tepat. Misalnya, nada bicara yang terlalu tinggi atau pilihan kata yang terkesan merendahkan, padahal mungkin kita cuma bercanda. Tapi kan tidak semua orang punya pemahaman atau penerimaan yang sama. Jadi makanya saya selalu berusaha hati-hati kalau bicara, apalagi di depan umum atau pas diskusi kelompok. Karena saya tidak mau ada teman yang merasa tidak dihargai gara-gara ucapan saya sendiri.

31. R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

32. HA: Kadang yang membuat saya percaya diri, itu saya belajar dulu sebelum masuk kelas.





Jadi, setidaknya sudah adaji gambaran di kepala apa yang mau saya sampaikan kalau disuruh bicara di depan. Nah, yang buat saya tidak percaya diri itu kalau tugas atau *practice speech*-nya langsung tiba-tiba ditunjuk tanpa ada persiapan. Apalagi kalau ti dak dikasi tahu sebelumnya, langsung disuruh maju saja. Rasanya itu kayak kosong kepalaku, ndak tahu mau bilang apa. Jadinya gugup, terus kadang salah-salah mi juga pengucapannya. Padahal kalau dikasi waktu persiapan dulu, bisa ji lebih tenang dan lancar. Jadi menurutku, rasa percaya diri itu juga datang karena kita merasa siap.

123.R: Do you think the way the lecturer speaks affects your willingness to participate? How?

124.HA: Kalau dari gaya mengajar dosen, seperti saat memulai kelas, baiknya dikasi *ice breaking* dulu. Soalnya kadang suasana kelas itu masih kaku, apalagi kalau baru masuk pertama kali atau habis ujian. Kalau ada *ice breaking*, minimal bisa bikin kita lebih santai dan tidak terlalu tegang. Tidak usah yang berat-berat, cukup tanya kabar atau kasih pertanyaan ringan yang bikin kita semua aktif menjawab. Bisa juga kayak games kecil atau tanya hal-hal yang lucu ji dulu. Dari situ suasana kelas bisa cair, baru masuk mi ke materi. Jadi bukan langsungji masuk materi yang berat, karena biasanya kalau begitu kita belum siap mental, belum fokus juga pikiranku.

Appendix 13. Transcript of Interview with Student 7

Name: HANA AZIZAH

11:

12. Participant Name: Hana Azizah

13. Gender: Female

14. Semester: IV (Four)

15. Interview Time: June 12, 2025, 13.00 WITA

16. Research Location: STAIN Majene

17. Interviewer: Rahmi R.

18:

19. R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

20. HA: In debate class, sometimes I feel good, tapi kadang juga menegangkan, tergantung situasinya. Apalagi kalau sudah masuk sesi debat, suasana bisa jadi tegang. Tapi dosen biasanya langsung bikin suasana kelas jadi lucu dan lebih santai, apalagi kalau beliau lihat kita sudah mulai tegang. Jadi interaksi di kelas itu sebenarnya cukup aktif dan menyenangkan juga, karena dosennya bisa atur suasana.

21. R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

22. HA: The first thing to do biasanya dosen memberi salam dulu, terus bertanya tentang perasaan kita dan apa yang menarik ini. Itu yang sering jadi pembuka sebelum masuk ke materi. Dosen juga sering ambil inisiatif bicara dulu supaya kita ikut aktif juga. Menurutku, itu artinya dosen ingin bikin suasana kelas lebih cair dan menyenangkan, jadi kita tidak kaku dan lebih mudah untuk ikut diskusi.

23. R: How do you and your friends usually respond to these kinds of utterances from the lecturer?

24. HA: I think kami menjawab sesuai apa yang kami rasakan, jadi biasanya kami respon dengan bilang "I'm fine." Tapi ini juga tergantung suasana hati teman-temanku yang lain, karena kan tiap orang beda-beda keadaannya. Kadang ada juga yang jawab "so-so" atau "not really good" kalau memang lagi ada masalah.

25. R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

26. HA: In the middle of the class, she always gives motivation. For example, she says, "Guys, you must work hard and learn more vocabulary and pronunciation, so your performance can be better." Itu biasanya membuat saya lebih semangat karena merasa diperhatikan dan diarahkan dengan baik oleh dosen.

27. R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

28. HA: I think it depends on the situation. When I talk to my friends, I don't really think too much about my words. I just say what I wanna say. But when I talk to a lecturer, I usually choose my words more carefully and try to say it in a good and polite way.

29. R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

30. HA: Maybe in the context when there is a task that's not clear, I will say something like, "Ma'am, can you please explain this part again?" or "I don't really understand what to do for this task." I say it because I really want to understand, and of course I hope the lecturer will explain it more clearly.

31. R: Are you aware of how your words can influence how others react or feel in the classroom?

32. HA: Yes, of course. I'm aware that what I say can affect how others feel, especially during debate sessions. That's why saya selalu hati-hati kalau mau bilang sesuatu, apalagi kalau takut orang lain bisa tersinggung atau salah paham.

33. R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

34. HA: I think what makes me more likely to speak in class is the lecturer. I see she is open-minded, she is so kind, and she always asks what we feel. Dia selalu merespon apa yang kita tanyakan in a good way. And that makes us so comfortable, sehingga kita ingin selalu bertanya karena dia meresponnya dengan baik dan lembut.

35. R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

36. HA: Ini tergantung dari topiknyanya. Kalau kita membahas sesuatu yang serius, I speak more carefully, baik ke dosen maupun ke teman kelas. Tapi kalau topiknyanya lebih santai, ya biasanya gaya bicara saya juga lebih santai dan nggak terlalu formal.

Type of Activity
Lecturer's Teaching Strategies
Influence of Peers
Diverse to Other
Characteristics of Students
Awareness of the Impact of Words
Coping Strategy

Type of Activity
Lecturer's Teaching Strategies
Influence of Peers
Diverse to Other
Characteristics of Students
Awareness of the Impact of Words
Coping Strategy

Type of Activity
Lecturer's Teaching Strategies
Influence of Peers
Diverse to Other
Characteristics of Students
Awareness of the Impact of Words
Coping Strategy

Type of Activity
Lecturer's Teaching Strategies
Influence of Peers
Diverse to Other
Characteristics of Students
Awareness of the Impact of Words
Coping Strategy

127.R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

128.HA: Contoh ujarannya, misalnya saya bilang, 'Maam, bisa dijelaskan ulangka bagian ini? Masih kurang jelas.' Maksudnya biar dijelaskan lebih singkat dan langsung ke poinnya saja, supaya cepat dipahami. Harapanku waktu bilang begitu, semogami dosennya tidak tersinggung dan bisa bantu jelaskan dengan lebih jelas lagi.

129.R: Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?

130.HA: Jujur saya tidak terlalu menyadari akan hal itu, kayak fungsi-fungsi yang disebutkan itu... yang penting menurut saya sih ucapan dan penjelasan saya bisa dimengerti, ya udah. Pokoknya asal orang paham maksudku, itu sudah cukupi menurutku.

131.R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

132.HA: Yang membuat saya kurang percaya diri atau percaya diri itu biasanya karena gaya mengajar dosennya, kalau dosennya terlalu cepat jelaskan atau terlalu kaku, saya jadi tidak percaya diri untuk bertanya. Terus juga kalau topik atau materi yang dijelaskan kurang menarik atau agak sulit dipahami, itu juga bikin malasmu bertanya.

133.R: Do you think the way the lecturer speaks affects your willingness to participate? How?

134.HA: Iya tentu. Karena menurut saya, dosen yang mampu berbicara dengan nada yang ramah dan terbuka itu bikin suasana kelas jadi lebih nyaman. Jadi saya juga merasa lebih berani untuk bertanya, menjawab pertanyaan, atau sekadar menyampaikan pendapat. Kalau dosennya kaku atau nada bicaranya tinggi, saya malah cenderung diam dan tidak fokus.

Type of Activity	Topic
introduction	Synopsis
Influence of Peers	Lecturer's Teaching Strategies
Desire to Grow	
Classroom Atmosphere	
Characteristics of Students	
Awareness of The Impact of Words	
Coding Literally	

Appendix 14. Transcript of Interview with Student 8

Name: MUH IRZAM

Participant Name: Muh. Irzam

Gender: Male

Semester: IV (Four)

Interview Time: June 12, 2025, 13:00 WITA

Research Location: STAIN Majene

Interviewer: Rahmi R.

18.

R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

MI: Suasana belajarnya itu membuat cara berpikir kita jadi bisa menganalisis permasalahan. Jadi bukan cuma duduk dengar-dengar saja, tapi kita diajak untuk berpikir dan memecahkan masalah, apalagi kalau sudah masuk ke bagian mempelajari mosi yang akan didebatkan, di situ kita benar-benar dituntut untuk memahami isu dan cari argumen yang kuat.

R: What kind of speaking activities or situations make you more active in class?

MI: Aktivitas dalam kelas yang membuat lebih aktif berbicara itu biasanya saat kita disuruh mencari informasi berdasarkan mosi debat, dan itu dilakukan secara kelompok. Karena kalau kerja kelompok begitu, kita biasanya diskusi, saling bantu, jadi mau tidak mau harus bicara juga. Jadi lebih berani dibanding kerja sendiri yang cenderung diam.

R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

MI: Dosen sering menanyakan kabar dulu, terus lanjut menanyakan apa yang menarik dari pelajaran pekan lalu. Menurut saya itu bagus, karena dari situ kita diajak untuk mengingat kembali materi sebelumnya dan kita jadi bisa mulai berbicara pelan-pelan tanpa langsung masuk ke topik yang berat.

R: How do you and your friends usually respond to these kinds of utterances from the lecturer?

MI: Respon kami sebagai siswa itu beragam, karena ada yang excited, ada juga yang tidak terlalu antusias. Biasanya kalau disuruh berbagi pengalaman di hadapan teman-teman kelas, di

situ kadang yang excited karena merasa didengar dan diberi kesempatan untuk cerita. Tapi ada juga yang tidak terlalu respon, mungkin karena malu atau belum siap.

R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

MI: Hmm.. sejauh ini tidak ada sih. Maksudku, belum pernahka merasa kayak termotivasi secara pribadi gara-gara kata-kata dosen. Biasa-biasa ji, mungkin karena memang belum ada yang terlalu ngena atau karena kitaja juga yang belum terlalu membuka diri untuk terpengaruh begitu.

R: When you speak in class (e.g., giving opinions, asking questions, responding to feedback), do you think about what effect your words will have?

MI: Iya tentu, saya berpikir dulu sebelum berbicara di kelas, apalagi kalau mau kasi pendapat atau bertanya. Karena kalau tidak dipikir dulu, bisa-bisa yang saya bilang itu disalahpahami atau menyinggung orang lain, dan itu bisa berakibat fatal juga ke saya sendiri. Jadi lebih baik ditimbang-timbang dulu apa yang mau diucapkan.

R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

MI: Biasanya langsung sadarka, tapi bukan berarti dipikir dulu lama-lama, tapi kayak otomatis saja langsung menyesuaikan kalau yang diajak bicara itu dosen atau teman. Misalnya kalau ke dosen, otomatis lebih sopan, tapi kalau ke teman ya lebih santai. Jadi kayak langsung sadarji tanpa harus terlalu dipikir-pikir kata-katanya.

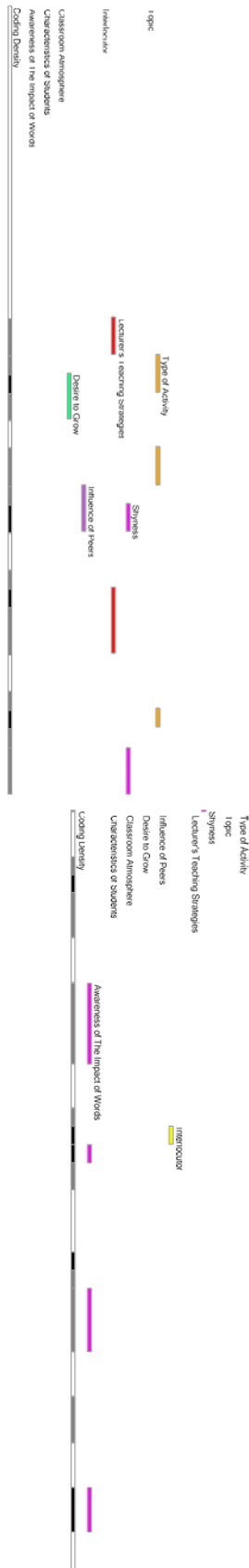
R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

MI: Iye, biasanya kalau saya tidak mengerti bagian tertentu dari penjelasan dosen, saya biasa bilang, "Maam, saya kurang paham bagian ini, bisa dijelaskan ulangkah?" Harapanku ya supaya dosen bisa menjelaskan lebih jelas tapi juga ringkas. kek langsung ke intinya. Soalnya kalau dijelaskan berputar-putar, saya malah tambah bingung. Tapi saya usahakan ji kalau mau bertanya itu pakai bahasa yang sopan, karena beda berbicara ke teman dan ke dosen.

R: Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?

I: Ya, saya mengerti. Maksudnya itu setiap ucapan kita bisa punya fungsi yang beda-beda tergantung konteksnya, kayak bertanya, menyuruh, atau makkasi saran toh.

R: Are you aware of how your words can influence how others react or feel in the classroom?



- 128.MI: Honestly, when I speak something I don't think. But after menerima feedback from a lecturer, saya mulai sadar dan melakukan refleksi diri atas perkataan saya.
- 129.R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confi dance)
- 130.MI: Kalau hal yang membuat saya tidak percaya diri untuk berbicara, karena langsung merasa gemetar duluan. Dan jujur, saya tidak pernah merasa percaya diri sama sekali untuk berbicara dalam Bahasa Inggris
- 131.R: Do you think the way the lecturer speaks affects your willingness to participate? How?
- 132.MI: Ya, saya pikir gaya guru berbicara mempengaruhi partisipasi aktif saat di kelas. Karena kalau cara dosennya mengajar bagus dan jelas, maka tentu mahasiswa akan paham. Berbeda kalau dosen kurang baik dalam menjelaskan dan berbicara, maka materi yang diajar tidak akan bisa dicerna dengan baik oleh mahasiswa.
- 133.R: In your opinion, what kind of speech or expression from the lecturer helps students learn better?
- 134.MI: Menurut saya, ujaran yang bikin mahasiswa lebih semangat belajar itu kalau disampaikan dengan nada yang lembut dan bentuknya kayak nasihat, bukan kayak dimarahi atau digurui. Karena mahasiswa kan juga butuh dihargai cara belajarnya, bukan cuma disuruh-suruh.

Type of Activity	Topic
128	Shyness
129	Intimidator
130	Influence of Peers
131	Desires to Grow
132	Classroom Atmosphere
133	Characteristics of Students
134	Awareness of The Impact of Words
	Coding Legend

Appendix 15. Transcript of Interview with Student 9

Name: ULFA AYYUN

1: Participant Name: Ulfa Ayyun

2: Gender: Female

3: Semester: IV (Four)

4: Interview Time: June 12, 2025, 13.00 WITA

5: Research Location: STAIN Majene

6: Interviewer: Rahmi R.

7:

8: R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

9: UA: For me, sama seperti yang dikatakan teman saya sebelumnya, suasana kelas ini cukup menyenangkan, karena kita disuruh memilih mosi, kemudian mempelajarinya bersama kelompok. Dari situ kita bisa berdiskusi dan saling tukar pendapat. Dan yang paling saya suka adalah sesi berbicara, karena di situ kita bisa lebih aktif, mengungkapkan argumen, dan melatih kepercayaan diri juga saat berdiri bicara di depan kelas.

10: R: What kind of speaking activities or situations make you more active in class?

11: UA: Kita pernah disuruh hal apa yang kita sukai. Kita bisa memilih topik apa yang kita sukai, kemudian kita speak berdasarkan topik yang kita dapatkan. Jadi lebih enakmi juga bicara karena bukan topik yang dipaksakan, tapi kita sendiri yang pilih. Dan dari situ juga, kita bisa lebih percaya diri karena kita merasa paham dengan apa yang mau kita sampaikan.

12: R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

13: TA: Biasanya kalau Maam sendiri suka menanyakan kabar kami, apa yang kami rasakan, dan apa yang menarik di saat itu. Jadi sebelum mulai materi, memang selalu ada sesi tanya-tanya begitu, kayak pemanasan dulu supaya kami lebih siap untuk belajar. Kadang juga itu bikin suasana kelas jadi lebih cair karena kita bisa saling dengar pengalaman atau cerita teman-teman juga.

14: R: How do you and your friends usually respond to these kinds of utterances from the lecturer?

15: UA: Biasanya kami menjawabnya dengan "we are great", tapi ada juga beberapa teman yang langsung mencantumkan apa yang mereka rasakan. Kadang juga mereka cerita soal tugas, atau bilang kalau lagi capek, jadi bukan cuma formalitas jawaban biasa. Itu bikin suasana kelas jadi lebih hidup dan dosemya juga biasanya merespons dengan ramah.

16: R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

17: UA: Pada saat setelah presentasi dan berbicara di kelas, khususnya saya, saya pernah merasa kurang baik menjelaskan. Lalu Maam tiba-tiba memberikan motivasi seperti "don't push yourself hard." Dan itu cukup membuat saya tenang, karena seakan-akan Maam paham perasaan saya. Dari situ juga saya jadi semangat lagi untuk belajar dan tampil lebih baik ke depannya.

18: R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

19: UA: Saya akan mencari tahu dulu kosakata yang akan saya gunakan, cari tahu grammar dan pronunciation-nya. Apalagi kalau mau berbicara ke dosen, biasanya saya lebih hati-hati, jadi kadang saya latihan dulu sendiri. Tapi kalau sama teman, biasanya saya lebih santai karena tidak terlalu khawatir salah ngomong.

20: R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

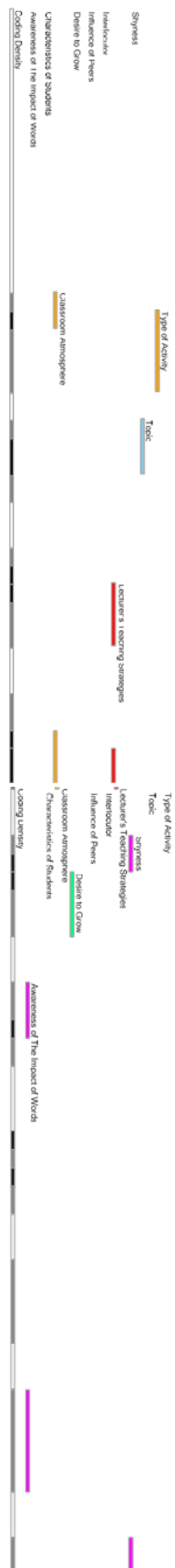
21: UA: Biasanya saat ada bagian materi yang tidak saya ketahui, saya langsung bertanya. Biasanya saya angkat tangan dan bilang, "Maam, saya kurang paham bagian ini." Saya berharap dosen bisa menjelaskan materi dengan lebih baik lagi dengan menggunakan bahasa yang mudah dipahami, karena kadang ada juga istilah-istilah akademik yang kita tidak terlalu familiar.

22: R: Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?

23: UA: Ya, saya tahu. Karena dalam berbicara itu, kita bisa menyampaikan perintah, bertanya, kasih saran, atau ungkapkan perasaan. Misalnya kalau saya bilang, "Coba bantu saya buat tugas ini," itu kan bentuknya perintah. Atau kalau saya bilang, "Mungkin lebih bagus kalau kita latihan bareng," itu bentuknya saran.

24: R: Are you aware of how your words can influence how others react or feel in the classroom?

25: UA: Ya, saya sadar, karena terkadang ada beberapa kata yang kurang berkenan sehingga membuat orang lain bisa tersinggung dan sakit hati. Makanya, saya biasanya berpikir dulu sebelum berbicara, apalagi kalau di kelas, supaya tidak ada teman yang merasa disindir atau tersinggung. Kadang juga saya perhatikan ekspresi mereka setelah saya berbicara, supaya saya bisa tahu kalau ada yang tersinggung atau tidak.

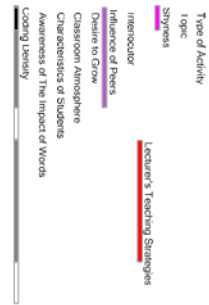


126. R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

127. UA: Hal yang kadang buat saya kurang percaya diri itu biasanya dari topiknyanya yang susah untuk dipahami dan dicerna. Kadang topiknyanya itu terlalu berat, terus pas dijelaskan sama dosen pakai bahasa yang cukup ilmiah dan tinggi jadi makin susah dipahami. Tapi anehnya, kadang saya bisa langsung percaya diri ketika lihat temanku berbicara di depan. Saya merasa semangat tiba-tiba muncul karena kayak ada energi dari situ, saya merasa diimboost, jadi langsung muncul keberanian juga.

128. R: Do you think the way the lecturer speaks affects your willingness to participate? How?

129. UA: Contoh, ada dosen yang monoton berbicara layaknya ceramah. Jadi kita dengar aja tapi tidak terlalu tertarik untuk menanggapi atau ikut aktif. Tapi dosen di matkul ini beda, dia ajak kita aktif, kadang disuruh berpasangan lalu diskusi, atau dikasi pertanyaan yang harus dijawab langsung. Hal-hal interaktif begitu yang bikin kita lebih mau bicara di kelas, tidak diam saja.



Appendix 16. Transcript of Interview with Student 10

Name: TENRI AMELIA

12. Participant Name: Tenri Amelia

13. Gender: Female

14. Semester: IV (Four)

15. Interview Time: June 12, 2025, 13:00 WITA

16. Research Location: STAIN Majene

17. Interviewer: Rahmi R.

18. R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

19. TA: In my opinion, suasana belajar dalam kelas ini baik dan menyenangkan. Dibandingkan dosen lain yang dominan menjelaskan, kelas ini justru membuat kita lebih banyak berdiskusi dan berbicara di depan kelas. Jadi bukan hanya dosennya yang aktif, tapi kita juga aktif. Saya kira itu membuat suasana belajarnya lebih interaktif dan tidak membosankan, karena semua diberi kesempatan untuk bicara.

20. R: What kind of speaking activities or situations make you more active in class?

21. TA: Di saat melakukan praktik debat, biasanya saya lebih aktif karena sudah dikasi mosi lalu kita siapkan argumennya, terus kita tampil secara kelompok. Jadi suasananya memang mendukung untuk berbicara, karena kita dituntut untuk menyampaikan pendapat dan menanggapi argumen lawan.

22. R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

23. TA: Saat pertama kali masuk, dia selalu menyapa dengan menanyakan apa kabar, bahkan sering cek kondisi kita saat itu. Biasanya bilang begitu: "Apa kabar hari ini?" atau "Bagaimana perasaanmu hari ini?" Itu membuat kita merasa diperhatikan dan lebih semangat untuk mulai belajar.

24. R: How do you and your friends usually respond to these kinds of utterances from the lecturer?

25. TA: Respon kami sebagai mahasiswa cukup baik. Kadang kami mengatakan "baik, Maam," sambil senyum. Tapi kalau misalnya lagi capek atau habis banyak tugas, kami juga jujur bilang, "Lelah, Maam," atau "Agak capek, Maam," tanpa takut dimarahi, karena memang suasana kelasnya mendukung untuk jujur dan terbuka.

26. R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

27. TA: Ada, misalnya saat saya merasa pronunciation saya kurang baik, Maam sering bilang, "Tingkatkan terus pronunciation-mu ya, jangan menyerah belajar." Itu bikin saya termotivasi untuk belajar lebih banyak lagi.

28. R: When you speak in class (e.g., giving opinions, asking questions, responding to feedback), do you think about what effect your words will have?

29. TA: Jujur saja, saat ingin mengeluarkan sepatah kata saat berbicara, saya sering hati-hati sekali. Kadang saya ulang-ulang dulu di kepala sebelum saya bilang, karena saya takut kalau ada kata-kata saya yang tidak tepat atau malah tidak valid. Apalagi kalau sudah di depan dosen atau teman banyak.

30. R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

31. TA: Saya selalu mempersiapkan dengan baik kata-kata yang akan saya sampaikan terlebih dahulu sebelum saya ingin berpendapat di hadapan dosen, begitu pula dengan teman kelas. Soalnya saya merasa kalau tidak dipersiapkan, takutnya apa yang saya bilang itu bisa disalahpahami.

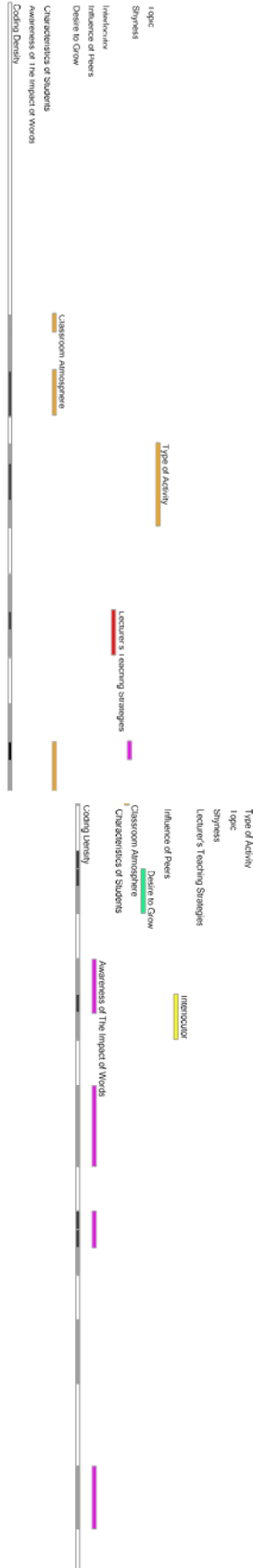
32. R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

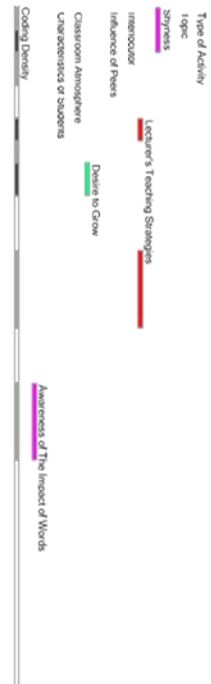
33. TA: Misalnya saya menanyakan sesuatu yang tidak saya tahu ke dosen. Biasanya saya bilang dengan cara yang sopan supaya dosennya juga bisa tanggap. Hampanku sih, dosen bisa menjawab dengan jelas sampai saya betul-betul paham.

34. R: Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?

35. TA: Ya, saya tahu karena ketika saya ingin bertanya, berarti saya ingin tahu. Sama halnya kalau saya menyarankan sesuatu, itu berarti saya merasa ada hal yang perlu diperbaiki atau ditingkatkan. Jadi tergantung situasinya juga.

36. R: Are you aware of how your words can influence? Ya, saya tahu karena ketika saya ingin bertanya, berarti saya ingin tahu. Sama halnya kalau saya menyarankan sesuatu, itu berarti saya





merasa ada hal yang perlu diperbaiki atau ditingkatkan. Jadi tergantung situasinya juga. e how others react or feel in the classroom?

128. TA: Saya kurang tahu apakah kata dan ujaran yang saya katakan bisa memengaruhi atau berpengaruh ke orang lain... saya tidak tahu juga, soalnya saya tidak pernah nanya atau lihat langsung dampaknya ke orang.

129. R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

130. TA: Saya tuh kadang-kadang kurang percaya diri karena pronunciation saya kurang baik, jadi takutin salah ucap. Tapi kalau tiba-tiba ada rasa percaya diri datang, langsung spontan bicara saja, tidak dipikir panjang lagi.

131. R: Do you think the way the lecturer speaks affects your willingness to participate? How?

132. TA: Ya, setiap ujaran yang dikatakan dosen berefek ke saya. Contohnya, waktu dosen bilang saya perlu belajar dengan mendengarkan audio di YouTube supaya pronunciation saya bisa lebih baik. Dari situ saya merasa termotivasi dan merasa perlu lebih rajin latihan.

133. R: In your opinion, what kind of speech or expression from the lecturer helps students learn better?

134. TA: Mungkin seperti saat dosen menanyakan kabar mahasiswa, karena dari situ suasana kelas jadi lebih santai dan mahasiswa jadi merasa diperhatikan. Itu bisa bikin kita lebih nyaman belajar.

135. R: When you speak in class (e.g., giving opinions, asking questions, responding to feedback), do you think about what effect your words will have?

136. TA: Iya, saya tahu, karena kata yang kita ucapkan bisa dimaknai positif dan negatif oleh orang lain. Makanya sebelum saya berbicara, saya usahakan memikirkan dulu apakah itu bisa menyakitin orang atau tidak.

Appendix 17. Transcript of Interview with Student 11

Name: NUR AFFAH ARIF

Participant Name: Nur Affah Arif

Gender: Female

Semester: IV (Four)

Interview Time: June 12, 2025, 13:00 WITA

Research Location: STAIN Majene

Interviewer: Rahmi R.

18.

19. R: How would you describe the classroom interaction in your English Debate or Critical Speaking class?

20. NAA: I think the class it's fun dan menantang, karena we practice to debate, like learn a motion, dan kita juga belajar cara debat yang baik. Dari situ, kita juga jadi belajar menyusun argumen, ngatur intonasi saat ngomong, dan kerja sama sama teman satu tim. Jadi secara tidak langsung kita juga latihan public speaking, apalagi pas kita harus tampil dan semua teman memperhatikan, itu bikin kita lebih percaya diri dan terbiasa ngomong depan orang banyak.

21. R: What kind of speaking activities or situations make you more active in class?

22. NAA: Yes of course, apalagi saat practice debate, nah pada saat sesi interupsi itu bisa membuat kita berpikir kritis dan menge luarkan pendapat. Karena di situ kita ditantang untuk cepat tanggap terhadap argumen lawan, terus kita juga harus bisa mikir gimana cara memb alasnya dengan logis dan tetap sopan. Jadi bukan cuma asal bicara, tapi juga belajar menyampaikan ide dengan cara yang tepat di waktu yang pas.

23. R: Can you remember something your lecturer usually says to start a discussion or encourage participation? What do you think it means?

24. NAA: The lecturer always asks our feeling as students and ask about what interesting thing in material that we learn last meeting. Kadang beliau juga menanyakan hal-hal kecil seperti 'what did you have for breakfast?' atau 'how's your day so far?' Jadi bukan langsung masuk materi. Adapun maksud dari ujaran atau ekspresi yang diutarakan oleh dosen itu mungkin semacam warm activity agar kita tidak tegang dan lebih santai dalam pembelajaran. Jadi di sebelum masuk ke topik utama, suasana kelas sudah cair duluan, dan itu menurutku sangat membantu.

25. R: How do you and your friends usually respond to these kinds of utterances from the lecturer?

26. NAA: Kami meresponnya secara aktif. Biasanya kalau dosen bertanya seperti 'how are you today?' atau 'what's interesting today?', kami langsung jawab sesuai keadaan kami masing-masing. Kadang ada yang bilang 'I'm good', kadang juga ada yang cerita sedikit tentang apa yang mereka alami hari itu misalnya bilang 'hari ini saya semangat karena tadi sarapan enak' atau 'kurang tidur semalam jadi agak ngantuk'. Jadi responnya itu bukan cuma formalitas tapi memang menunjukkan bahwa kami engage dengan pertanyaan dosen, dan dosennya juga tanggap. Biasanya setelah itu dia kasih komentar atau senyum, jadi suasananya jadi lebih hidup di awal kelas.

27. R: Have you ever been personally affected or motivated by something your lecturer said? Can you give an example?

28. NAA: Karena ini mata kuliah Debate, jadi dosennya sering bilang kayak 'lalian harus banyak belajar cara berdebat yang baik, dan juga disuruh pelajari mosi dengan benar. Kadang juga dosennya tekankan bahwa debat itu bukan cuma sekadar adu argumen, tapi bagaimana kita menyampaikan pendapat dengan struktur yang jelas dan data yang kuat. Nah, dari situ saya merasa termotivasi karena berarti kita tidak hanya asal bicara di depan, tapi harus tahu dulu isi mosi, cara menyampaikannya, dan juga gimana cara kita mempertahankan argumen. Jadi dosennya itu sering tekankan pentingnya riset, latihan, dan kerjasama tim biar debatnya itu nggak kosong dan bisa jalan dengan baik.

29. R: When you speak in class (e.g., giving opinions, asking questions, responding to feedback), do you think about what effect your words will have?

30. NAA: Ya tentu, saya sadar akan apa yang saya ucapkan, karena takutnya apa yang saya ucapkan bisa membuat orang lain tersinggung. Jadi biasanya sebelumnya bicara, saya pikir dulu baik-baik, cocok tidak ini kata-kata yang mau ku ucapkan, karena kan tiap orang beda-beda cara menerimanya. Kadang kita merasa biasa ji, tapi bisa saja teman atau dosen menganggap itu tidak sopan atau menyinggung. Apalagi kalau situasinya agak serius atau formal, misalnya pas presentasi atau pas dosen bertanya, saya betul-betul hati-hati mi. Kadang juga saya latihan dulu atau bisiki temanku, cocok tidak ini kalimatku. Jadi saya usahakan kalau di kelas, apalagi kalau mau kasi pendapat, saya lebih hati-hati mi supaya tidak ada yang salah paham.

31. R: Do you ever consciously choose your words depending on who you are talking to (lecturer vs. friends)?

32. NAA: Yes, sometimes I prepare myself when I want to speak. Jadi saya menyesuaikan gaya bahasa dan kosakata yang akan saya gunakan, tergantung siapa lawan bicara saya. Misalnya kalau mau bicara sama dosen, biasanya saya lebih sopan dan pakai bahasa yang lebih formal, karena

Characteristics of students
Awareness of the impact of words
Cohesive Density

Classroom atmosphere
Desire to Grow

Lecturer's teaching strategies
Classroom atmosphere
Characteristics of students
Cohesive Density

Desire to Grow

Awareness of The Impact of Words

Intentional

takut juga kalau salah ucap, apalagi kalau dosennya kelihatan serius atau baru pertama kali saya ajak bicara. Kadang saya juga latihan dulu di kepala, "bagus tidak ini kalimatku?" Tapi kalau sama teman, saya lebih santai, lebih lepas juga ngomongnya, kadang campur-campur bahasa Indonesia, bahasa daerah, dan bahasa Inggris. Intinya, saya tetap berusaha pilih kata yang pas supaya tidak menyinggung dan tetap bisa dimengerti dengan baik. Karena menurutku penting sekali kita tahu situasi dan siapa yang kita ajak bicara, biar tidak salah paham nantinya.

123.R: Can you give an example of something you said in class and explain what you meant and what kind of response you hoped to get?

124.NAA: Ujaran yang saya sering tanyakan seperti, "Maam, bagaimana cara mengerjakan dan kumpulan tugasnya?" Itu biasanya saya tanyakan kalau saya belum terlalu paham petunjuknya atau kalau penjelasannya agak cepat tadi. Saya harap dosennya bisa jawab dengan jelas dan langsung ke poinnya, supaya tidak salah kerja atau salah kumpul tugas. Kadang juga saya tanya lagi, "Maam dikumpul besok atau minggu depan?" karena takut beda pemahamanku sama teman yang lain. Pernah juga saya tanya ulang, karena kadang teman juga salah tangkap, jadi mending saya pastikan sendiri. Biasanya kalau sudah dikasi penjelasan jelas, saya langsung catat di HP atau di buku supaya tidak lupa.

125.R: Do you know that what you say can have different functions, such as asking, commanding, suggesting, or expressing feelings?

126.NAA: Ya, saya mengerti bahwa setiap kata dan ujaran punya fungsi yang berbeda. Misalnya, kalau saya bingung dengan penjelasan, pasti saya gunakan ujaran bertanya, kayak "Maam, apa maksud dari bagian ini?" atau "Maam, ini dikumpul lewat email atau langsung?" supaya lebih jelas. Kadang juga saya tambahkan, "Batas waktunya sampai kapan Maam?" biar ndak salah kumpul. Ujaran seperti itu saya sampaikan karena takut beda pemahamanku sama teman yang lain, jadi lebih baik kutanya langsung. Menurutku, bertanya itu penting supaya kita tidak kerja asal-asalan dan bisa lebih percaya diri juga dalam ngerja tugas.

127.R: Are you aware of how your words can influence how others react or feel in the classroom?

128.NAA: Saya tahu kata-kata saya bisa berefek ke orang lain, jadi saya selalu mencoba untuk memikirkan baik-baik kata yang akan saya ucapkan, yang sekiranya tidak menyinggung dan tidak membuat malu teman kelasku. Karena menurutku, kadang orang itu cepat sekali tersinggung apalagi kalau suasana hatinya lagi tidak enak. Makanya sebelum bicara, biasanya kutimbang dulu, cocokka ini saya bilang sekarang atau tidak. Saya juga tidak mau jadi penyebab ada yang tidak nyaman di kelas cuma karena ucapanku sendiri. Jadi saya belajar untuk lebih hati-hati saat menyampaikan sesuatu, apalagi kalau di depan banyak orang.

129.R: What makes you more or less likely to speak in class? (e.g., topic, lecturer's style, friends, confidence)

130.NAA: Saya merasa kurang percaya diri berbicara dalam Bahasa Inggris karena materinya susah dan topik yang dibahas kadang tidak saya pahami betul. Apalagi kalau dosennya menjelaskannya cepat, makin susahmi saya tangkapi. Tapi kalau misalnya jawaban yang saya kasi itu ternyata benar dan dosen langsung bilang bagus atau kasih apresiasi, di situ saya langsung merasa percaya diri. Rasanya senang karena dihargai, apalagi kalau dosennya bilang sesuatu seperti "Good job" atau "Excellent", itu bikin tambah semangat. Itu juga yang bikin saya mau bicara lagi di kelas. Jadi memang penghargaan kecil dari dosen itu bisa bantu banget buat tingkatkan semangat dan kepercayaan diriku, apalagi kalau lagi ragu atau takut salah.

131.R: In your opinion, what kind of speech or expression from the lecturer helps students learn better?

132.NAA: Ujaran yang bisa membantu siswa belajar lebih baik itu menurutku kayak tetap mempertahankan kebiasaan untuk mengecek keadaan mahasiswanya dulu di awal kelas, misalnya dengan tanya "How are you today?". Itu simpel tapi bikin kita merasa diperhatikan, kayak dihargai kehadirannya di kelas. Kadang dari pertanyaan sederhana itu, suasana kelas bisa lebih cair dan mahasiswa jadi lebih terbuka juga. Terus juga, pemberian instruksinya harus jelas pas kasi tugas, biar tidak bingung dan tidak salah tangkap. Karena kan tiap orang beda-beda cara pemahaminya, jadi semakin jelas instruksinya, semakin baik juga hasil tugasnya. Maam juga biasanya sering kasih kata-kata motivasi di akhir kelas, misalnya bilang "Jangan cepat menyerah" atau "Tetap semangat meski banyak tugas". Dan itu juga menurutku sangat membantu karena bisa jadi penyemangat untuk belajar, apalagi kalau kita lagi capek atau kehilangan motivasi. Jadi menurutku, ujaran-ujaran kayak gitu yang sederhana tapi penuh makna itu sangat berpengaruh ke semangat belajar mahasiswa.



Appendix 18. Documentation of Class Observations and Interview

1. First Classroom Observation



2. Second Classroom Observation



3. Interview Documentation with Lecturer



4. Interview Documentation with Students





CURRICULUM VITAE



Rahmi R. was born in Kenje on August 26, 2002, the eldest of two siblings. She attended Elementary School 050 INP Pappang and graduated in 2015. She then continued her education at MTS DDI Lapeo, graduating in 2018. After that, she continued her studies at MAN 1 Polewali Mandar, graduating in 2021.

In 2021, she was accepted into the English Language Education Study Program at the State Islamic College (STAIN) Majene. As a student, she was active in various self-development activities on and off campus. She has a strong interest in education and languages.

She has participated in various committees and training programs that have enriched her knowledge and skills. Among them, the author has been a Facilitator and Coordinator of the Tular Nalar National School event, and was trusted to be the Coordinator of the Gen Z English Competition organized by the English Language Education Study Program of STAIN Majene in 2023. In addition, the author was also selected as a participant in the BIPA program organized by the South Sulawesi Provincial Language Center, became a recipient of a Full Scholarship from the West Sulawesi Provincial Government, and participated in the CAMP EPIC (Empowered, Prepared, Inspired, and Connected) training program organized by RELO U.S. Embassy Jakarta in Bandung in 2024.