

TEACHER SPEECH ACTS AND THEIR PEDAGOGICAL FUNCTIONS IN CLASSROOM INTERACTION: A SYSTEMATIC LITERATURE REVIEW

Ratna Muthia1*), Subyantoro2), Haryadi3)

1,2,3 Doctorate in Language Education, Universitas Negeri Semarang

Semarang, Indonesia

ratnamuthia@students.unnes.ac.id

Abstract

Research on teacher speech acts and their functions in learning is still scattered and has not provided a comprehensive picture of the pattern of research topics. This study aims to systematically review previous studies on speech acts in learning through the PRISMA guidelines. Articles were obtained from the Publish or Perish application. Of the 847 articles, six were included. The results of this study are as follows: 1) Searle's speech act theory is predominantly used in the articles (83.3%) and the pedagogical function theory has not been specifically mentioned (66.7%); 2) descriptive qualitative was found to be the dominant research method used (83.3%); 3) EFL classes were the dominant context (66.7%); 4) the dominant speech act found/studied was directive; 5) two articles using Walsh's SETT found that teacher utterances fulfill all modes; directive speech acts are used by teachers to manage and control the class. These findings suggest that there has not been any research that specifically integrates speech act theory and pedagogical functions.

Keywords: speech acts, speech acts functions, systematic literature review

Introduction

In a learning process, teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Pemerintah Republik Indonesia, 2005). To carry out these tasks, in learning, teachers establish communication with students, both verbally and nonverbally, including in opening and closing the learning process, explaining, asking questions, providing reinforcement, making variations, managing the class, guiding group discussions, and teaching small groups and individuals.

On the other hand, student participation in learning is carried out through discussions, collaboration in groups, and taking the initiative in independent learning (Yanti, F. D.; Wikanta 2025). This active student participation can occur because the teacher

acts as a facilitator who has the ability to build an inclusive learning environment and good interpersonal communication skills, as well as encouraging students to learn independently and adapt to various learning styles (Mardiana, et.al. 2024).

Learning takes place through "interactions between students, educators, and learning resources in a learning environment" (Pemerintah Republik Indonesia 2003). This means that learning requires two-way communication, with teachers as educators and students as learners. Communication plays a crucial role in the learning process because learning is essentially a process of conveying messages (Sutirman 2006; Sardiman 2018). In this regard, language plays a crucial role in classroom interactions, acting as a medium for providing information to students about the chain of learning activities, taking into

account prior knowledge and student needs (Wicaksono 2016).

Many studies have been conducted on teacher and student language use in classroom interactions, summarized in several systematic literature reviews, including those on the topic of teacher and student speech acts by Sharqawi and Anthony (2019) and Rohmadhani and Febrianti (2025). teacher talk by Soysal (2021), Wahyuni, Khan, and Mumu (2021), Nurmaisyah, et.al. (2024), Hasby (2025), and Dayanan et al. (2015); and classroom discourse analysis by Ratnawati (2026). Soysal (2020) examined the use of teacher discursive moves (TDMs) in science teaching. Wahyuni (2022) examined the analytical methods most frequently used by researchers to study teacher-student conversations in English classes. The study found that Flanders Interaction Analysis Categories (FIAC) and Foreign Language Interaction (FLINT) were the most frequently used classroom interaction analysis methods. Meanwhile, Nurmaisyah (2024) examined the balance of participation in classroom interactions found in research articles in English classes. The findings of this study showed that teacher conversations were more dominant and unbalanced than student conversations, which can increase or decrease the likelihood of students becoming active partners in the learning process. Hasby's (2025) study examined the influence of teacher speaking styles on student engagement in English learning. Dayanan (2025) examined the role of classroom interaction in improving English as a second language fluency. Compared to Nurmaisyah's (2024) research, Ratnawati's (2026) research focused on analyzing articles in classroom discourse studies to identify patterns, power relations, communicative strategies, and pedagogical implications of English classroom discourse. Findings indicate that teacher talk remains dominant in many contexts, characterized by directive utterances,

demonstrative questions, and limited dialogic space.

Most previous systematic literature reviews have focused on teacher talk and classroom interaction analysis. Some SLR studies on speech acts still focus on students. Rohmadhani and Febrianti's (2025) study focused on the speech acts of second language learners of English. Meanwhile, Sharqawi and Anthony's (2019) study focused on the speech acts of English learners, both native and nonnative speakers, and the underlying strategies. Looking closely at the SLR studies mentioned above, there are few studies that specifically synthesize the relationship between speech act types, pedagogical functions, and student participation in learning. Research on this topic is important because, as previously stated, language is central to the learning process. Speech acts are a crucial element in classroom discourse because they encompass actions taken through speech in communication between teachers and students during the learning process (Rimadona 2025). Teachers use language to explain material, give instructions, motivate, correct, and manage the classroom, while students use language to ask questions, respond to questions, and discuss (Walsh, Steve; Li 2013). Teachers' speech acts not only have a linguistic function but also a pedagogical one, as evidenced by research by Suwignyo (2011).

In language studies, the use of speech acts can serve as a basis for evaluating whether learning is student-centered or teacher-centered. According to Sari, et.al. (2025), interactive and dialogic communication between teachers and students creates a more dynamic and participatory learning environment. As Iskandar (2026) notes, a supportive communication style encourages students to ask questions, express opinions, and actively participate in discussions. Conversely, an authoritarian and one-way communication style tends to inhibit student participation. This study aims to identify, synthesize, and analyze

recent articles on teacher speech acts and their pedagogical function in learning using the SLR approach. Specifically, this SLR study aims to map previous research based on theory, methods, and research findings. This aligns with the function of SLR research, which is to provide a summary of the current state of knowledge in a field (Ramayanti 2023: 1-2). Thus, this research identifies research gaps and the state of the art on the chosen topic. It is hoped that this research will be useful in providing theoretical and practical insights for educators, researchers, and policymakers in creating student-centered learning interactions.

The research questions for this SLR are as follows:

RQ 1: What theories are used in research on speech acts in classroom interactions?

RQ 2: What research methods are most dominant in research on speech acts in classroom interactions?

RQ 3: What research contexts are most frequently used in the study of speech acts in the classroom?

RQ 4: What types of speech acts are most dominant in pedagogical interactions in the classroom?

RQ 5: What are the pedagogical functions of teacher and student speech acts in the learning process?

Method

This research was conducted using a systematic literature review, a method used to gather information on a specific topic (Ramayanti, 2023: 1). It is a way to evaluate and interpret all available research relevant to a specific research question, topic area, or phenomenon of interest (Kitchenham, Barbara A.; Charters 2007). This research employed a qualitative systematic review design. The PICo (Population, Interest, Context) framework was used to formulate the study's focus and literature search

strategy. Article titles were searched using keywords related to the framework, namely "speech act in classroom or school," "teacher speech act," "student or learner speech act," "classroom talk," "teacher talk," "student or learner talk," "pedagogical interaction or instructional communication," "illocutionary or verbal acts," and "classroom discourse".

Tabel 1. Framework PICo

PICo Component	Description
Population	Teachers and students
Interest	Speech acts and pedagogical functions
Context	Classroom pedagogical interaction

The articles used in this study were indexed by Scopus, obtained from title searches using the Publish or Perish application. This study used Scopus as the source for article searches because it is one of the largest abstract and citation databases for peer-reviewed scientific literature. Using Scopus as the sole database allows for consistency and quality of article sources, but potentially limits the scope of the study because relevant articles indexed in other databases may not be accessible. Building on the framework in Table 1, the inclusion and exclusion criteria for articles included in this literature review are further defined in Table 2 below.

Tabel 2. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Published in 2023 until May 17, 2026	Published before 2023
Article is a peer-reviewed journal	Article not a peer-reviewed journal
International journal indexed by Scopus	Journal not indexed by Scopus
Written in Indonesian or English	Written in a language other than Indonesian or English
Related to the function of teacher speech acts in learning	Not related to the function of teacher speech acts in learning
Empirical research	Not empirical research

SLR research is a logical and linear process, with each section building on the previous one (Purssell and Mccrae 2020:19).

Therefore, this study uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines developed by (Page et al. 2021) to ensure a transparent and systematic systematic literature review process. The following describes the article reporting process in detail.

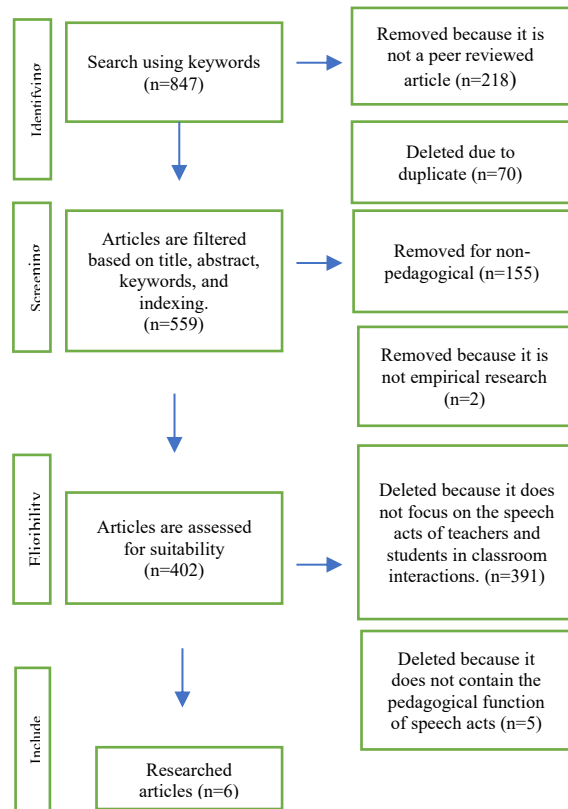


Figure 1 Reporting Articles Using PRISMA

Findings and Discussion

Based on the article selection process using PRISMA in Figure 1 above, six articles met the inclusion criteria, as shown in Table 3 below.

Table 3. List of Scientific Articles Meeting Inclusion Criteria

Research Title	Author	Year of Publication / Country of Origin
A Pragma-Dialectical Study as a Directive Speech Act Pattern of a Lecturer to the Students in an	Kamariah, Kisyani, Laksono, Agusniar Dian Savitri	2023/ Indonesia/ Q4

Online Learning		
Commanding and Requesting: Teachers' Speech Acts in Indonesian Vocational English Schools	Arbain, Fahmi Gunawan, Gammar Al Haddar, Charli Sitinjak	2024/ Indonesia/ Q2
Communication in the classroom: Speech acts, managerial modes, and student learning	Sulistiyani, Rika Riwayatiningsih	2025/ Indonesia/ Q2
Directives in teacher talk with primary school EFL learners: A study of five teachers in Croatia	Eva Jakupčević	2025/ Kroasia/ Q2
Types and Functions of Speech Acts in Iranian EFL Teachers and Learners' Classroom Interactions	Mohammad Javad Mohammadi, Mehran Memari, & Bitas Asadi	2026/ Iran/ Q1
Types and pedagogical functions of Amharic teachers' classroom speech acts	A. Kebede	2025/ Ethiopia/ Q2

The six articles were selected to be included as articles that met all inclusion criteria: published between 2023 and 2026, published in peer-reviewed journals, published in international journals indexed by Scopus, written in Indonesian or English, related to the function of teacher speech acts in learning, and included in empirical research. This ensured that the six articles shared similar content and position for subsequent analysis and synthesis.

In accordance with the PRISMA procedure, the initial identification stage identified 874 articles through a keyword search. These were then screened and eligibility-based until only six articles met the criteria. This is likely due to the highly specific research topic, limited to articles discussing speech acts, pedagogical functions, including educational research, teacher-student interactions, and the empirical context of learning. On the one hand, the keywords used to identify articles were also varied, namely “speech act in classroom” (6 articles), “speech acts in school” (3 articles), “teacher speech act” (6 articles), “students speech act” (14 articles), “learner speech act” (24 articles), “classroom talk” (108 articles), “teacher talk” (135 articles),

“student talk” (199 articles), “learner talk” (32 articles), “pedagogical interaction” (57 articles), “instructional communication (56 articles)”, “illocutionary acts” (27 articles), “verbal acts” (7 articles), and “classroom discourse” (173 articles). As a result, many articles that initially appeared relevant were ultimately eliminated because they did not truly answer the research focus. As stated by Kitchenham (2007:vi) that the research that is evaluated and interpreted is that which is relevant to the research question, topic area, or particular phenomenon of interest. On the other hand, this fact indicates that research on speech acts in pedagogical interactions is still limited and requires further development.

Table 4 Distribution of Article Titles Based on Searches Using Keywords

Stages	Identifying		Screening		Eligibility		Included
	Peer-reviewed article	duplicate data	pedagogical research	Empirical research	speech acts between teachers and students in learning	19 pedagogical function	
Kata Kunci/Initial data							
Speech Acts in Classroom (6)	5	4	4	3	3	2	2
Speech acts in school (3)	3	3	2	2	1	1	1
Teacher Talk (135)	102	85	84	83	1	1	1
Classroom talk (108)	74	62	61	61	-	-	-
Classroom discourse (173)	123	119	81	81	1	-	-
Teacher Speech acts (6)	6	2	2	2	2	1	1
Students speech acts (14)	12	10	3	3	2	1	1
Students talk (199)	146	125	72	72	-	-	-
Learner talk (32)	24	18	17	17	-	-	-
Learner speech act (24)	21	19	6	6	-	-	-
pedagogical interaction (57)	43	43	42	42	-	-	-
instructional communication (56)	39	39	28	28	-	-	-
Illocutionary acts (27)	25	24	1	1	1	-	-
Verbal acts (7)	6	6	1	1	-	-	-

Fixed amount of data (847)	629	559	404	402	11	6	6
Amount of data eliminated	218	70	155	2	391	5	

Mapping the article titles above with the search keywords reveals their correspondence in Tables 3 and 4. It can be said that the titles above have undergone a systematic selection process from the outset, allowing for their occurrence to be traced.

Table 4 above shows that the majority of articles included in the eligibility stage contained the keyword "speech act," namely "speech acts in classroom," "speech acts in school," "teacher speech acts," and "student speech acts." A small number also contained the keywords "teacher talk," "classroom discourse," and "illocutionary acts." Table 5 below shows that the majority of included articles contained the keyword "speech acts." This indicates that the authors intended the existence of speech acts as a theory to be explicitly evident in their titles. The term "speech act function" was explicitly stated in two of the four titles.

A strong level of relevance is indicated by the capture of three articles using two keywords and one article containing three keywords (see Table 6). Similarly, in the abstract, relevance is indicated by the appearance of the keyword "speech act" in articles number 1, 2, 3, and 5. The fourth article, entitled "Directives in Teacher Talk with Primary School EFL Learners: A Study of Five Teachers in Croatia" does not contain the term "speech acts" in the title and abstract. However, this study is relevant to the focus of the study on speech acts, the pedagogical function of teacher utterances, and classroom communication in the context of language learning because it discusses directive speech acts in teacher talk in EFL learning interactions.

Table 5. Matching of Included Articles with Search Keywords

Number of Article	1	2	3	4	5	6
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Search Keywords							
"speech act in classroom"	-	-	√	-	√	-	
"speech acts in school"	-	√	-	-	-	-	
"teacher speech act"	-	√	-	-	√	√	
"students speech act"	√	-	√	-	-	-	
"learner speech act"	-	-	-	-	√	-	
"classroom talk"	-	-	-	-	-	-	
"teacher talk"	-	-	-	√	-	-	
"student talk"	-	-	-	-	-	-	
"learner talk"	-	-	-	√	-	-	
"pedagogical interaction"	-	-	-	-	-	-	
"instructional communication"	-	-	-	-	-	-	
"illocutionary acts"	-	-	-	-	-	-	
"verbal acts"	-	-	-	-	-	-	
"classroom discourse"	-	-	-	-	-	-	

Table 6. Keywords in Article Abstracts Included

No.	Research Title	Search Keywords in Abstract
1	A Pragma-Dialectical Study as a Directive Speech Act Pattern of a Lecturer to the Students in an Online Learning	speech act pattern, directive, online learning, pragma-dialectical
2	Commanding and Requesting: Teachers' Speech Acts in Indonesian Vocational English Schools	Commanding; requesting; Speech Act; Vocational School
3	Communication in the classroom: Speech acts, managerial modes, and student learning	classroom interaction, classroom modes, communication, managerial, speech acts
4	Directives in teacher talk with primary school EFL learners: A study of	teacher talk, directives, pragmatics

five teachers in Croatia		
5	Types and Functions of Speech Acts in Iranian EFL Teachers and Learners' Classroom Interactions	communicative competence, classroom interactional competence, speech acts, classroom modes
6	Types and pedagogical functions of Amharic teachers' classroom speech acts	No keywords

The included articles were published in 2023 (1 article), 2024 (1 article), 2025 (3 articles), and 2026 (1 article). Although one article was published after another on the same topic, the search found that the six articles had no citation links, meaning there was no citation or reciprocal activity between one and the other. This could mean that the study of speech acts and pedagogical functions in learning is developing rapidly, separately, and is still fragmented (Snyder 2019:333) so that there has been no integration of research results. This is what makes SLR important for carrying out knowledge synthesis (Booth, et.al. 2016).

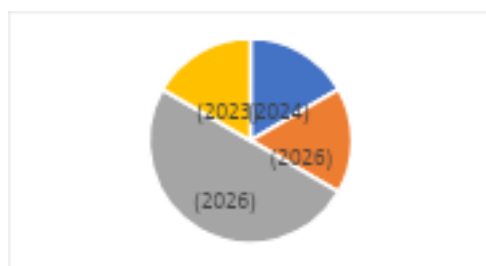


Figure 2 Percentage of Year of Publication of Included Articles

Theories Used

The included articles utilize two theories: speech act theory and speech act function theory. All articles utilize Searle's (1976) speech act theory. In addition to Searle's speech acts, article number 5 utilizes Finocchiaro & Brumfit (1983) categories: personal, interpersonal, directive,

referential, and imaginative. Article number 3 cites Austin's (1975) speech act theory but retains Searle's (1976) theory for analysis. The dominant use of Searle's speech act theory in research on teacher-student interactions is due to its clear boundaries, making it more operational, systematic, and easy to apply (Saifudin 2019). Searle's division of speech acts into five categories: directive, assertive, commissive, declarative, and expressive, facilitates researchers in systematically identifying teacher and student utterances in classroom interactions, making this theory the most widely used framework in research on classroom discourse and pedagogical communication.

In analyzing the pedagogical function of speech acts, articles 3 and 5 utilize Walsh's (2006) theory of The Self-Evaluation of Teacher Talk (SETT). This theory is used because Searle's speech act theory is still too general and does not specifically address classroom discourse. Through Walsh's theory, research findings on the pedagogical function of speech acts are presented in several classroom communication contexts, including managerial mode (organizing the class), materials mode (discussing material), skills and systems mode (focusing on language forms), and classroom context mode (natural interactions and discussions). Furthermore, SETT theory discusses how language is used to facilitate learning, not just what the teacher says, as Walsh states, "language use and pedagogical goals are inextricably linked." The use of Walsh's (2006) SETT theory in the included articles can also be related to second language (EFL) teaching.

Four other studies did not specifically cite the theory used in analyzing the function of teacher speech acts due to the existence of pedagogical functions, which are often treated as contextual functions emerging from learning interactions. For example, as stated in article number 6, teachers' directive speech acts are automatically

interpreted as directing, controlling, and evaluating students; assertives as providing knowledge; expressives as motivating; and commissives as organizing and planning (Kebede, 2025).

Studies number 3 and 5 utilize two theories: Searle's speech acts and Walsh's SETT. Although these two theories connect pragmatics and pedagogy, in practice, they are treated as separate instruments. This means that the two theories are used separately, with the results of one theory influencing the other. In these two articles, the researchers also do not attempt to dialogue between the findings of these different theories. Both are presented independently, and their relationship is not explicitly stated.

Research Methods Used

Most of the studies were qualitative. Study 4 employed mixed methods, with quantitative methods used to calculate the frequency of directive speech acts, the percentage of specific directive forms, the tendency to use direct forms, and the distribution of directive speech acts across five different teachers. Meanwhile, qualitative methods were used to explore teachers' reasons for using qualitative speech acts.

Broadly speaking, the research objects in the included articles can be grouped into two groups: specific speech acts (directives, 50%) and general (all speech acts, 50%). There is no specific research on the other four speech acts: assertives, commissives, declaratives, and expressives. According to Nuraeni et al. (2025), directive speech acts play a central managerial and pedagogical role in shaping classroom interactions, making them crucial and dominant in learning.

Table 7. Methods, Data Collection Techniques, and Data Analysis Techniques

Number of Article	Method	Data Collection Techniques	Data Analysis Techniques
1	Qualitative	technique not specified	Pragmatic-dialectical analysis (van Eemeren, 2010, 2012)
2	Qualitative with case study approach	Observation, audio recording, and semi-structured interviews.	Not specifically mentioned.
3	Descriptive qualitative	Video recordings and guided interviews.	Not specifically mentioned.
4	Mixed method	Video recording (technique not specified)	Not specifically mentioned.
5	Descriptive qualitative	Recording (technique not specified)	Not specifically mentioned.
6	Descriptive qualitative	Recording (technique not specified)	Miles, et.al. (2014)

The research data is also divided into two categories: teacher-only speech and teacher-student speech. The study, which included teachers as the sole respondents, demonstrates that the research focuses on teacher talk. Conversely, the inclusion of students in addition to teachers as respondents indicates that the research is also oriented toward classroom interactions, student perceptions, and responses.

Table 8. Research Objects, Subjects, and Data

Number of Article	Object Research	Data Research	Subject Research	Context	Level/ Implementation Method
1	Directive speech act patterns of lecturers	Lecturer & student speech	Lecturers & Students of the Early Childhood Education Program at	Non-EFL	University/online

	towards students in learning		the Distance University in Kalimantan		
2	The teacher's commanding and requesting mode in learning	Teacher and student speech	Vocational school teachers and students in Samarinda	EFL	Senior High school/offline
3	Types and functions of teacher speech acts in learning	Teacher and student speech	EFL teacher	EFL	Not specifically mentioned/offline
4	Teachers' directive speech acts in EFL learning	Teacher speech	Five EFL teachers in Croatia	EFL	Primary school/offline
5	Types and functions of teacher and student speech acts in learning	Teacher and student speech	EFL teachers and students in Iran	EFL	Not specifically mentioned/ offline
6	Types of speech acts and pedagogical functions in Amharic language classroom learning	Teacher and student speech	Two Amharic language teachers in Ethiopia	Non-EFL	Senior High school/ offline

Research Context

From the included articles, it is known that half of the data were collected in Indonesia (See Table 3). This indicates that the topic of speech acts and pedagogical functions in learning has received considerable academic attention in Indonesia. This is suspected because verbal communication is seen as central to learning, especially in the context of EFL classrooms, because in Indonesia, English is a foreign language (Faturrochman 2021), conveys meaning and manages social interactions in the learning environment (Darong 2024), and

can provide correct language input to learners (Sistyawan, Purnamasari, and Azizah 2022).

Types of Speech Acts Found

To discuss the types of speech acts as research findings, we can examine them based on the research object, focusing on examining a specific speech act or examining all speech acts occurring during learning. All included articles that examined specific speech acts focused on directive speech acts. One article focused on giving commands and requests.

Table 9. Types of Speech Acts as Research Findings

Article Title	Types of Speech Acts	Implications of Findings
Research Findings with All Speech Acts Objects		
Communication in the classroom: Speech acts, managerial modes, and student learning	The most dominantly used speech act was directive (59.59%), followed by assertive (32.68%), expressive (6.52%), and then commissive (1.21%) speech acts. On the other hand, the declarative speech act was not found.	Directive speech acts were the most common type of speech act found and occurred across all learning modes. This can be interpreted as indicating that directive speech acts were the most dominant means used by teachers to achieve educational goals. However, the researcher acknowledged that she could not explain the absence of declarative speech acts in her findings.
Types and Functions of Speech Acts in Iranian EFL Teachers and Learners' Classroom Interactions	Directive speech acts (dominantly found), interpersonal, referential (declarative in Searle's terms), personal (expressive in Searle's terms). Imaginative speech acts were not found.	In foreign language learning (EFL), students are very dependent on the role of the teacher in learning which is expressed in directive speech acts.
Types and pedagogical functions of Amharic	Directive (most dominant), assertive, expressive, and	Directive speech acts play an important role in providing direction in learning.

teachers' classroom speech acts	commissive. Declarative speech acts were not found.	
Research Findings with Directive Speech Act Objects		
A Pragma-Dialectical Study as a Directive Speech Act Pattern of a Lecturer to the Students in an Online Learning	Confrontation stage: Request (asking, <i>tolong</i> , please/hope). Opening stage: command (<i>lakukan, jangan</i>). Argumentation stage: questions, prohibitions, invitations. Closing stage: invitation (<i>ayo, boleh, mari</i>).	Commands using the words "please," "ask," and "beg" are used to politely request. Commands using the words "improve" and "don't forget" convey hope as a persuasive gesture to the other person. According to findings (Elmita et al., 2013), questions, prohibitions, greetings (invitations), and invitations are used to reinforce the speaker's (a lecturer's) statement to their interlocutors (students)—namely, to encourage them to study more seriously.
Commanding and Requesting: Teachers' Speech Acts in Indonesian Vocational English Schools	Commands and requests are used at the beginning of learning, delivery of material, and closing.	The use of commands and requests often overlaps because teachers intend to reduce the impact of the utterance.
Directives in teacher talk with primary school EFL learners: A study of five teachers in Croatia	Tindak tutur direktif langsung dominan ditemukan.	Direct directive speech acts are an effective strategy in EFL learning in elementary schools because clarity seems more important than indirect speech acts.

Articles examining all speech acts found a consistent finding: directives were the most dominant non-speech act found in the research. Three included articles explained that this finding was closely related to the teacher's role in controlling and directing learning activities. However, these three studies did not detail the types of directive speech acts used by teachers, thus providing a clear picture of their use.

Conversely, declarative speech acts did not appear in the findings because the classroom learning context was not conducive to this type of speech act. Declarative speech acts occur in specific situations, namely when a legitimate authority directly changes status. In classroom interactions, this situation is rare because the learning context does not require it.

Meanwhile, articles focusing on directive speech acts found that the use of directive speech acts in elementary schools utilizes indirect strategies to convey clear information. For example, in the opening phase, teachers want a controlled and

prepared interaction, so direct directive speech acts are used. In secondary schools, direct directive speech acts are still used. However, indirect directive speech acts, such as requests, are also used to mitigate the impact of the utterance. This reflects that the choice of strategy in directive speech acts adapts to the participants.

The pedagogical function of teacher and student speech acts in the learning process

The pedagogical function in this SLR study is presented in two sections. First, the pedagogical function in articles that use Walsh's (2006) theory. Second, the pedagogical function in articles that do not use a specific theory. This presentation will help us understand the differences in the patterns of findings between pedagogical functions derived from theory and those formulated based on contextual observations.

Table 10. Pedagogical Function (Walsh, 2006) in Article Findings Included

Article Research	Manage rial Mode	Mater ial Mode	Skill s & Syste	Classro om
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			m Mod e	Contex t Mode
Communication in the Classroom : Speech Acts, Managerial Modes, and Student Learning	41,48%	43,29%	12,72%	2,15%
Types and Functions of Speech Acts in Iranian EFL Teachers and Learners' Classroom Interactions	8%	42%	34%	16%

Tables 10 and 11 present information about these pedagogical functions. In Table 10, the first article has a higher percentage of managerial mode (41.48%) than the second article (8%). Likewise, the material mode, skill and systems mode, and classroom context mode have different percentage distributions. This indicates that classes with a high percentage of managerial mode experience a high intensity of organizing activities, providing instructions, and managing student behavior. In the second article, interaction with the learning material is very high, resulting in a high percentage of material mode. In the second article, the teacher carries out activities introducing exercises to elicit student responses related to the material. This is also in line with the skill & systems mode, which obtained a high percentage, namely 34%. In this case, the teacher often shows

correct answers and provides corrections to students' abilities.

In these two articles, Searle and Walsh's speech act theories were used, resulting in more comprehensive findings. However, there was no interplay between the findings. The researchers also made no attempt to explain the relationship between the results, specifically the types of speech acts and the pedagogical functions of the utterances. This makes the research results disparate.

On the other hand, the pedagogical functions in the included articles, which were written without theory, showed clear explanations related to the types of speech acts (see Table 11). The pedagogical functions found in directive speech acts were almost the same, all of which stemmed from the teacher's role as instructor, educator, and guide in the classroom. In this case, the teacher served as the class manager and controller. In research examining all speech acts, there were similar findings regarding this pedagogical function, both in EFL/non-EFL classes and at all levels of education.

One interesting aspect is the use of directive speech acts in the form of commands and requests. The choice of these two types of directive speech acts is based on the teacher's awareness that they do not want to fully display their dominance and authority. Furthermore, the article "Commanding and Requesting: Teachers' Speech Acts in Indonesian Vocational English Schools" states that this choice also reflects pedagogical strategies. The dominant use of commands in classroom interactions indicates teacher-centered learning. Conversely, efforts to foster a student-centered environment are demonstrated by the greater use of requests.

Table 11. Pedagogical Functions without Theory in the Article Findings Included

Article Research	Speech Acts	Pedagogical Function
A Pragma-Dialectical Study as a Directive Speech Act Pattern of a Lecturer to the Students in an Online Learning	Directive	Directing learning Testing or verifying students' understanding of the material being studied.

		Reminding students about assignments, materials, or other important points to pay attention to during online learning. Encouraging student participation. Prohibiting certain actions that disrupt online learning.
Commanding and Requesting: Teachers' Speech Acts in Indonesian Vocational English Schools	Commanding and requesting (directive)	Commanding 1. Maintaining student discipline. 2. Providing instructions regarding learning activities. 3. Managing the class. 4. Maintaining student focus. Requesting 1. Encouraging active student involvement. 2. Building student cooperation and interaction. 3. Creating a positive learning atmosphere.
Directives in teacher talk with primary school EFL learners: A study of five teachers in Croatia	Direct directive	Supporting the learning process. Managing class flow. Building and managing teacher-student interactions. Providing pragmatic language models for students.
Types and pedagogical functions of Amharic teachers' classroom speech acts	Directive Assertive Expressive Comission	Steering with open-ended questions to stimulate student thinking and engagement. Controlling to ensure student order and discipline. Evaluating Providing knowledge Controlling the lesson Stimulating Encourage students to do better next time and acknowledge the learning activities that have been carried out. Organizing the learning that will be carried out at the meeting. Planning learning that will be carried out in the future.

Conclusions

The conclusions of this study are as follows.

1. The theories used in the study of speech acts in classroom interactions were Searle's speech act theory (83.3%) and Finocchiaro and Brumfit (1983) (16.7%). Meanwhile, the majority of articles included in this study did not address the pedagogical function theory (66.7%).
2. The research methods in the study of speech acts in classroom interactions

were dominated by descriptive qualitative methods (83.3%). Most articles did not specifically mention data collection techniques (66.7%) or data analysis techniques (66.7%).

3. The majority of research contexts used in the study of speech acts in classrooms were EFL classrooms (66.7%). Fifty percent of the studies were conducted in Indonesia.
4. Three articles focused on examining directive speech acts. The other three articles examined all types of speech

acts, finding that directives were the most dominant.

5. There were two presentations of the pedagogical function of teacher and student speech acts in the learning process. First, by using Walsh's SETT theory (2006) in 2 articles (33.3%) which found that all modes were fulfilled. Second, without using the theory in 4 articles (66.7%) which found the following functions: a) directives are closely related to classroom management and control, b) assertives function to present information to students; c) commissives function to inform about upcoming activities, and d) expressives function to motivate students.

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