



Speech Acts as a Communicative Strategy in Arabic Language Teaching

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ENGLISH ABSTRACT

Arabic language learning requires effective communication between teachers and students to support classroom interaction. Differences in linguistic background and communicative competence may influence how messages are delivered and understood during learning activities. Therefore, *tadāwul af'āl al-kalām* (exchange of speech acts) becomes important in creating meaningful classroom communication. Speech acts also function as communicative tools that help teachers manage instruction and assist students in responding appropriately during classroom interaction. Through effective speech acts, the learning process can become more active, interactive, and learner-centered. This study aims to examine the forms, functions, and meanings of speech acts in Arabic classroom interaction and their role as communicative strategies in learning activities. This research employed a qualitative method using a pragmatic discourse analysis approach. Data were collected through classroom observation, interviews, and documentation at grade 10 of MAN 2 Gresik. The analysis focused on speech act dimensions, including locutionary, illocutionary, and perlocutionary acts, as well as speech act categories consisting of directive, assertive, expressive, commissive, and declarative forms. The findings show that teachers predominantly used directive speech acts to organize classroom activities and encourage participation. Students commonly employed assertive speech acts to express understanding and provide responses, while expressive and commissive speech acts appeared in emotional and participatory contexts. These findings indicate that speech acts contribute to classroom interaction by supporting communication, participation, and learner engagement. The use of speech acts in Arabic language learning may help create a more interactive and communicative learning environment.

Keywords: Speech Acts, Communicative Strategy, Pragmatic Analysis, Classroom Interaction, Arabic Language Teaching

INDONESIAN ABSTRACT

Pembelajaran bahasa Arab memerlukan komunikasi yang efektif antara guru dan peserta didik untuk mendukung interaksi di kelas. Perbedaan latar belakang linguistik dan kompetensi komunikasi dapat memengaruhi proses penyampaian dan pemahaman pesan selama kegiatan pembelajaran. Oleh karena itu, tadāwul af'āl al-kalām (pertukaran tindak tutur) menjadi bagian penting dalam membangun komunikasi yang bermakna. Penelitian ini bertujuan menganalisis bentuk, fungsi, dan makna tindak tutur dalam interaksi pembelajaran bahasa Arab serta perannya sebagai strategi komunikatif di kelas. Penelitian menggunakan metode kualitatif dengan pendekatan analisis wacana pragmatik. Data diperoleh melalui observasi, wawancara, dan dokumentasi pada pembelajaran bahasa Arab kelas X MAN 2 Gresik. Analisis dilakukan berdasarkan dimensi tindak tutur yang meliputi lokusi, ilokusi, dan perlokusi, serta kategori tindak tutur berupa direktif, asertif, ekspresif, komisif, dan deklaratif. Hasil penelitian menunjukkan bahwa guru lebih dominan menggunakan tindak tutur direktif untuk mengarahkan kegiatan pembelajaran dan meningkatkan partisipasi peserta didik. Sementara itu, peserta didik lebih banyak menggunakan tindak tutur asertif untuk menunjukkan pemahaman dan memberikan respons. Tindak tutur ekspresif dan komisif juga muncul dalam situasi yang berkaitan dengan keterlibatan emosional dan partisipasi belajar. Temuan ini menunjukkan bahwa tindak tutur berkontribusi dalam membangun komunikasi, meningkatkan partisipasi, dan mendukung keterlibatan peserta didik dalam pembelajaran bahasa Arab.

Kata kunci: *Tindak Tutur, Strategi Komunikatif, Analisis Pragmatik, Interaksi Kelas, Pembelajaran Bahasa Arab*

Introduction

Language plays a central role in classroom learning because it functions not only as a medium for delivering instructional content but also as a means of establishing interaction and constructing meaning between teachers and students (Usman et al., 2020). In Arabic language teaching, classroom interaction is inseparable from communication practices through which teachers manage learning activities and students respond to instructional situations. Through classroom discourse, participants negotiate meaning, express intentions, and maintain social relations that support the learning process (Eldin, 2015).

Classroom communication involves more than the transmission of information. Every utterance produced by teachers or students may perform a particular action and generate specific responses. This perspective is explained through speech act theory, which views language as a form of social action embedded within context (Basra & Thoyyibah, 2017). Austin (1962) argues that utterances operate on several levels, namely locutionary, illocutionary, and perlocutionary acts. These dimensions

demonstrate that communication does not merely convey messages but also carries intentions and influences interlocutors' actions.

Building on Austin's framework, Searle (1980) classifies speech acts into assertives, directives, commissives, expressives, and declaratives (Verschueren, 1985). These categories provide an analytical framework for understanding classroom interaction because different speech acts serve different communicative purposes (Leech, 1980). In Arabic language instruction, teachers frequently employ directive speech acts to organize activities and provide guidance, whereas students commonly produce assertive speech acts to express understanding or respond to instructional input. Other forms, such as expressive and commissive speech acts, may indicate learners' emotional involvement and commitment to classroom activities (Murtadho & Nasaruddin, 2025).

Within communicative language teaching, speech acts are closely associated with pragmatic competence because effective interaction requires learners to understand not only linguistic structures but also contextual meaning (Murtadho et al., 2025). Therefore, teachers function not solely as providers of knowledge but also as managers of communicative interaction. Through the strategic use of speech acts, teachers can create more participatory classroom environments and encourage active learner engagement (Iroda, 2025).

Previous studies have examined speech acts in educational settings; however, many studies still focus on identifying linguistic forms rather than investigating their pedagogical functions. Mardiasuti (2011) reports the dominance of directive speech acts in classroom interaction but provides limited discussion regarding students' responses. Karuniawan (2025) identifies the use of assertive and expressive speech acts among students, while Mardinarsih (2023) highlights greater speech act variation in project-based learning contexts. Nevertheless, these studies primarily describe categories of speech acts without explaining their broader role as communicative strategies in classroom practice.

International studies similarly indicate the relevance of speech acts in language learning. Al-Khafazi (2024) emphasizes the strategic use of speech acts for classroom management and social interaction, whereas Usmani (2024) highlights the importance of pragmatic awareness in multilingual contexts. Al-Ghazo (2021) further demonstrates

that speech act variation may increase student participation. Despite these findings, research concerning bilingual educational settings remains limited, particularly regarding reciprocal teacher–student interaction in Indonesian Arabic classrooms.

Based on these considerations, further investigation is needed to understand speech acts as communicative strategies within bilingual Arabic language learning environments. This study therefore examines *tadāwul af'āl al-kalām* in teacher–student interaction at MAN 2 Gresik by focusing on the forms, functions, and communicative roles of speech acts in classroom interaction. MAN 2 Gresik was selected as the research setting because Arabic language learning in this context involves intensive classroom interaction and communicative practices between teachers and students. Such interaction provides a relevant context for exploring how speech acts function as pedagogical communication strategies in Arabic language instruction. The study seeks to explain how speech acts contribute to interactional effectiveness and learner participation within Arabic language teaching practices.

Methods

This research adopted a qualitative method with a pragmatic perspective to explore language use in Arabic classroom interaction. The study aimed to investigate how *tadāwul af'āl al-kalām* operates in classroom communication and how speech acts function as communicative strategies during the teaching and learning process. Through a descriptive analytical orientation, the study examined the occurrence and use of speech acts within teacher–student interaction in Arabic instruction.

The study took place at MAN 2 Gresik and involved an Arabic language teacher together with grade 10 students. Participants were selected through purposive sampling because they regularly participated in Arabic classroom activities and were considered capable of providing data relevant to the research objectives. The classroom setting was chosen because interaction between teachers and students offered rich communicative events suitable for pragmatic analysis.

Data in this study were obtained from both primary and supporting sources. The main data consisted of spoken utterances produced during classroom interaction. Supporting data included instructional documents, observation records, interview information, and teaching materials used during the learning process. To obtain

comprehensive data, several techniques were employed, namely classroom observation, interviews, and documentation. Classroom observation was conducted to record naturally occurring interaction patterns. Interviews were carried out to gain deeper information regarding communicative intentions and instructional practices, while documentation was used to strengthen and validate the collected data.

The analysis process referred to the interactive framework introduced by (Miles and Huberman, 2002), which consists of organizing, presenting, and interpreting data continuously throughout the research process. Speech data were examined using Austin's and Searle's speech act framework. The analysis considered locutionary, illocutionary, and perlocutionary aspects together with speech act categories, including assertive, directive, commissive, expressive, and declarative forms. The interpretation stage focused on understanding the communicative functions of speech acts and their contribution to interactional dynamics in Arabic language learning.

Result and Discussion

Forms of Speech Acts in Arabic Language Learning

The results and discussion section presents the findings related to the forms of speech acts used in Arabic language learning. Speech acts play an important role in classroom communication because they are used to deliver instructions, ask questions, provide responses, and express ideas during the learning process. Therefore, analyzing speech acts is essential to understand how interaction occurs between teachers and students in Arabic language learning activities.

Directive Speech Acts Used by Teachers

Among the various speech acts identified during Arabic learning activities, directive speech acts appeared most frequently in classroom interaction at grade 10 of MAN 2 Gresik. These utterances were commonly produced by the teacher to manage classroom activities and direct students toward particular actions. In instructional settings, directive speech acts function as communicative tools that regulate learning behavior while facilitating interaction between teachers and students.

Classroom observations indicated that teachers regularly employed directive utterances to organize participation and maintain students' engagement during lessons. Such expressions often appeared in the form of commands, requests, guidance, and

corrective instructions. Rather than functioning solely as classroom control mechanisms, these utterances also supported instructional goals and encouraged students' active involvement in learning activities.

The following findings were obtained from classroom interaction data.

Dialogue 1 – Reading Instruction Activity

(The teacher asks students to read part of the text aloud)

Teacher: اِقْرَأِ الْفِئْرَةَ الْأُولَى أَمَامَ أَصْدِقَائِكَ

“Read the first paragraph in front of your classmates.”

Student: نَعَمْ يَا أَسْتَاذُ

“Yes, teacher.”

At the locutionary level, the utterance serves as an instruction for the student to perform a reading task. Its illocutionary purpose is to encourage active participation and oral practice. The perlocutionary effect can be observed through the student's willingness to carry out the instruction. This finding indicates that directive speech acts function as a means of facilitating classroom participation and language practice.

Dialogue 2 – Vocabulary Guidance

(The teacher directs students to check the meaning of unfamiliar vocabulary)

Teacher: اِبْحَثُوا عَنْ مَعْنَى هَذِهِ الْكَلِمَةِ فِي الْقَامُوسِ

“Find the meaning of this word in the dictionary.”

Student: حَاضِرٌ يَا أَسْتَاذُ

“All right, teacher.”

This utterance functions as a directive speech act intended to guide students during learning activities. At the locutionary level, it appears as a direct instruction. The illocutionary intention is to encourage students to independently identify vocabulary meaning, while the perlocutionary effect is reflected in students' readiness to complete the task. This interaction shows how directive speech acts can stimulate active learning behavior.

Dialogue 3 – Encouraging Classroom Participation

(The teacher motivates students to answer questions confidently.)

Teacher: أَجِبْ وَلَا تَخَفْ مِنَ الْخَطَا

“Answer the question and do not be afraid of making mistakes.”

Student: سَأُحَاوِلُ يَا أَسْتَاذُ

“I will try, teacher.”

This utterance combines directive and motivational purposes. Its locutionary form appears as an instruction, while its illocutionary intention is to encourage confidence and participation. The perlocutionary effect can be observed through the student's willingness to respond positively. This interaction suggests that directive speech acts may contribute not only to instructional goals but also to students' emotional engagement.

The findings indicate that directive speech acts play several functions in Arabic language learning. They regulate classroom activities, support learning objectives, guide students' language performance, and encourage participation. Therefore, directive speech acts function as communicative strategies that strengthen interaction and contribute to a more active learning environment.

Students' Assertive Speech Acts

Observation data revealed that students frequently produced assertive speech acts during Arabic learning activities at grade 10 of MAN 2 Gresik. These utterances commonly emerged when students responded to teachers' questions, explained linguistic concepts, or expressed their understanding of lesson materials. Through assertive speech acts, students not only conveyed information but also demonstrated their comprehension and participation in classroom interaction.

The findings showed that students used assertive speech acts in different communicative situations, particularly when giving explanations, identifying information, and expressing understanding during learning activities.

Dialogue 1 – Identifying Vocabulary Meaning

(The teacher asks students about the meaning of a vocabulary item discussed in class.)

Teacher: مَا مَعْنَى كَلِمَةِ "مَدْرَسَةٌ"؟

"What is the meaning of the word *madrasah*?"

Student: مَعْنَاهَا مَكَانٌ لِلتَّعَلُّمِ

"It means a place for learning."

At the locutionary level, the student provides information regarding the meaning of the vocabulary item. The illocutionary function is to communicate factual understanding based on the learning material. The perlocutionary effect can be observed when the teacher accepts the answer and continues the discussion. This finding

indicates that assertive speech acts serve as a medium through which students communicate their understanding of vocabulary concepts.

Dialogue 2 – Explaining Grammatical Elements

(The teacher asks students to identify a component in a sentence.)

Teacher: مَا الْمُبْتَدَأُ فِي هَذِهِ الْجُمْلَةِ؟

“What is the subject (*mubtada'*) in this sentence?”

Student: الطَّالِبُ هُوَ الْمُبْتَدَأُ لِأَنَّهُ فِي أَوَّلِ الْجُمْلَةِ

“*Al-ṭālibu* is the *mubtada'* because it appears at the beginning of the sentence.”

The student’s response functions as an assertive speech act because it presents information together with a supporting explanation. At the locutionary level, the utterance identifies a grammatical element. Its illocutionary purpose is to explain reasoning related to sentence structure. The perlocutionary effect appears when the teacher acknowledges the response as appropriate. This interaction demonstrates students’ ability to formulate explanations and express understanding independently.

Dialogue 3 – Expressing Understanding of Learning Material

(The teacher checks students’ comprehension after explaining a topic.)

Teacher: هَلْ فَهِمْتُمْ الدَّرْسَ الْيَوْمَ؟

“Have you understood today's lesson?”

Student: نَعَمْ، فَهَمْنَا كَيْفَ نَكُونُ الْجُمْلَةَ الْعَرَبِيَّةَ

“Yes, we understood how to construct Arabic sentences.”

At the locutionary level, the student expresses understanding of the lesson material. The illocutionary function is to provide information regarding learning comprehension, while the perlocutionary effect can be seen through the teacher’s positive response and continuation of the lesson. This utterance reflects students’ active involvement in instructional interaction.

The findings suggest that assertive speech acts function as an important communicative resource in Arabic language learning. Through these utterances, students convey information, explain ideas, and demonstrate their understanding of instructional content. Furthermore, assertive speech acts contribute to two-way interaction because they encourage students to participate actively in classroom communication. The use of such speech acts therefore reflects not only students’ understanding of learning materials but also the development of their communicative competence in Arabic classroom interaction.

Students' Expressive Speech Acts

Classroom observation findings showed that students at grade 10 of MAN 2 Gresik frequently produced expressive speech acts during Arabic learning activities. These utterances appeared when students communicated emotions, reactions, and personal feelings related to classroom experiences. In instructional interaction, expressive speech acts functioned as a medium through which students conveyed affective responses toward learning situations.

The observation data indicated that expressive speech acts emerged in various classroom situations, particularly when students experienced confusion, expressed enthusiasm, or responded to mistakes during learning activities. These utterances reflected students' emotional involvement and provided additional information regarding classroom interaction dynamics.

Dialogue 1 – Expressing Difficulty in Understanding Material

(The teacher asks whether students understand the lesson explanation.)

Teacher: هَلْ فَهَمْتُمُ الشَّرْحَ؟

“Have you understood the explanation?”

Student: يَا أَسْتَاذَ، مَا زِلْتُ مُحْتَارًا فِي بَعْضِ الْكَلِمَاتِ

“Teacher, I am still confused about some words.”

At the locutionary level, the student states difficulty in understanding part of the lesson. Pragmatically, the utterance functions as an expression of uncertainty and signals the need for further explanation. The teacher subsequently responded by providing additional clarification. This interaction suggests that expressive speech acts may help teachers recognize students' learning difficulties during classroom activities.

Dialogue 2 – Expressing Enthusiasm After Giving a Correct Answer

(The student successfully answers a teacher's question.)

Teacher: مَنْ يَسْتَطِيعُ أَنْ يُجِيبَ؟

“Who can answer the question?”

Student: الْحَمْدُ لِلَّهِ، أَجَبْتُ بِشَكْلِ صَحِيحٍ

“Praise be to God, I answered correctly.”

This response reflects positive emotional expression during classroom interaction. The utterance communicates happiness and satisfaction after successfully completing the task. The teacher's positive response and classmates' reactions created a

more supportive atmosphere. Such expressive speech acts may strengthen students' confidence and increase engagement during learning activities.

Dialogue 3 – Expressing Regret for a Classroom Mistake

(The teacher reminds a student to communicate in Arabic.)

Teacher: حَاوِلْ أَنْ تَتَكَلَّمَ بِاللُّغَةِ الْعَرَبِيَّةِ

“Try to speak in Arabic.”

Student: آسِفٌ يَا أَسْتَاذَ، نَسَيْتُ التَّعْبِيرَ بِاللُّغَةِ الْعَرَبِيَّةِ

“I am sorry, teacher. I forgot the expression in Arabic.”

From a pragmatic perspective, the student's response functions as an expression of regret and awareness of language use during classroom interaction. The utterance also reflects an attempt to maintain harmonious communication with the teacher. The teacher accepted the apology and encouraged the student to continue participating in the activity.

The findings indicate that expressive speech acts performed several functions in Arabic language learning. They enabled students to communicate emotional experiences, express personal reactions, and maintain social interaction in classroom settings. Observation findings also suggest that these utterances provided useful information for teachers in understanding students' emotional conditions. Therefore, expressive speech acts contributed not only to communication processes but also to creating a supportive and participatory learning environment.

Students' Commissive Speech Acts

Classroom observation findings revealed that students also produced commissive speech acts during Arabic learning activities at grade 10 of MAN 2 Gresik. These utterances generally appeared when students expressed intentions, commitments, or willingness to carry out particular actions related to learning activities. Through commissive speech acts, students demonstrated not only verbal responses to teachers' instructions but also personal responsibility toward the learning process.

The observation data showed that commissive speech acts frequently emerged when students responded to feedback, accepted classroom tasks, or expressed intentions to improve their language abilities. These utterances reflected students' commitment toward learning participation and self-development.

Dialogue 1 – Expressing Commitment to Independent Study

(The teacher reminds students to review the material at home.)

Teacher: لَا تَنْسُوا أَنْ تُرَاجِعُوا الدَّرْسَ فِي الْبَيْتِ

“Do not forget to review the lesson at home.”

Student: إِنْ شَاءَ اللَّهُ، سَأَقْرَأُ الدَّرْسَ مَرَّةً أُخْرَى اللَّيْلَةَ

“God willing, I will study the lesson again tonight.”

At the locutionary level, the student expresses an intention to review the lesson independently. Pragmatically, the utterance functions as a commitment to continue learning outside classroom activities. The teacher responded positively and encouraged students to maintain regular study habits. This interaction indicates students' awareness that learning activities continue beyond classroom instruction.

Dialogue 2 – Commitment to Improving Language Performance

(The teacher provides correction regarding students' writing.)

Teacher: اِخْرَصْ عَلَى كِتَابَةِ الْكَلِمَاتِ بِشَكْلِ أَذَقْ

“Pay more attention to writing the words correctly.”

Student: نَعَمْ يَا أَسْتَاذَ، سَأَكُونُ أَكْثَرَ انْتِبَاهًا فِي الْمَرَّةِ الْقَادِمَةِ

“Yes, teacher. I will be more careful next time.”

The student's response reflects a commitment to improving future performance. Rather than simply accepting correction, the utterance indicates willingness to make changes during subsequent learning activities. Such responses suggest that commissive speech acts may represent students' responsibility toward their own language development.

Dialogue 3 – Commitment to Practicing Arabic Communication

(The teacher encourages students to practice Arabic more frequently.)

Teacher: حَاوِلُوا أَنْ تَسْتَعْمِلُوا اللُّغَةَ الْعَرَبِيَّةَ أَكْثَرَ

“Try to use Arabic more often.”

Student: سَأَتَدْرَبُ عَلَى الْكَلَامِ بِالْعَرَبِيَّةِ مَعَ أَصْدِقَائِي

“I will practice speaking Arabic with my friends.”

This response reflects students' willingness to increase language use beyond formal learning activities. From a pragmatic perspective, the utterance functions as a commitment to language practice and participation. The teacher subsequently provided encouragement, which strengthened students' motivation to apply Arabic in daily interaction.

The findings indicate that commissive speech acts played an important role in Arabic language learning activities. Through these utterances, students expressed responsibility, commitment, and willingness to improve their language abilities. Observation findings also suggest that commissive speech acts reflected students' active involvement in learning processes and their readiness to participate beyond classroom requirements. Therefore, such utterances contributed to strengthening learner responsibility and promoting more participatory classroom interaction.

Based on the findings, Arabic language learning interaction at grade 10 of MAN 2 Gresik reflects more than a process of delivering instructional material. Classroom communication also functions as a social process through which teachers and students construct participation, understanding, and learning engagement. Analysis of speech acts indicates a close relationship between language use and instructional actions during classroom activities. Speech acts do not merely convey messages but also influence students' responses and learning behavior (Kasper, 2006).

Referring to speech act theory proposed by (Austin, 1962) and further developed by (Searle, 1969), each utterance contains locutionary, illocutionary, and perlocutionary dimensions. These dimensions become visible in teacher–student interaction because classroom communication frequently involves intentions, responses, and learning effects beyond literal meaning.

Teachers' directive speech acts were found to dominate classroom interaction. Observation findings indicate that teachers frequently used utterances intended to organize learning activities and encourage participation. Utterances such as asking students to read passages aloud, identify vocabulary meanings, or answer questions confidently functioned not only as instructional commands but also as communicative strategies that regulated classroom interaction. Locutionarily, such utterances appeared as instructions; illocutionarily, they functioned as guidance; and perlocutionarily, they encouraged students to participate actively in learning activities. These findings strengthen the view that directive speech acts function as important mechanisms for maintaining classroom structure and managing interaction during instruction (Azhari et al., 2018).

Students' assertive speech acts emerged when learners responded to questions, explained grammatical concepts, and demonstrated understanding of lesson materials.

Observation data showed that students frequently identified vocabulary meanings, explained sentence structures, and expressed comprehension of learning content. Such utterances reflected students' cognitive engagement because they not only answered questions but also communicated reasoning and understanding. In this context, the illocutionary function of assertive speech acts was to provide information and demonstrate comprehension, while their perlocutionary effect appeared through teacher affirmation and continuing interaction. This finding supports the idea that language serves as a medium for expressing thought and developing active classroom participation (Saleh, 2019).

Expressive speech acts reflected students' emotional involvement during learning activities. Observation findings showed that students expressed confusion, enthusiasm, and regret in several classroom situations. Utterances expressing uncertainty enabled teachers to recognize students' learning difficulties and adjust instructional responses accordingly. Similarly, expressions of enthusiasm and apology contributed to maintaining positive interaction and supportive communication. Psychologically, these findings align with Bloom's affective domain theory 1964, which emphasizes the role of emotional experience in learning processes. Expressive speech acts therefore functioned not only as emotional expressions but also as indicators of students' psychological conditions during classroom interaction (Chakim & Dibdyaningsih, 2019).

Commissive speech acts emerged when students expressed commitments and intentions regarding learning activities. Observation data revealed that students demonstrated willingness to review lessons independently, improve performance, and practice Arabic communication beyond formal classroom activities. The illocutionary function of these utterances reflected students' commitments toward learning responsibilities, while their perlocutionary effects appeared through teacher encouragement and students' increased motivation. This phenomenon indicates developing learner responsibility and awareness toward independent learning. In line with Vygotsky's Zone of Proximal Development theory (Vygotsky's, 1978), such speech acts may indicate students' readiness to progress toward greater learning autonomy through instructional support (Hamid et al., 2024).

Overall, speech act patterns formed a system of instructional communication in Arabic language learning. The dominance of directive speech acts still indicates a

relatively teacher-guided classroom environment. However, the emergence of students' assertive, expressive, and commissive speech acts reflects more active participation and two-way interaction. Students increasingly acted not merely as recipients of instruction but also as active contributors to classroom communication.

Thus, speech acts should not be understood solely as linguistic expressions. Within Arabic language learning, they function as pedagogical mechanisms that shape interaction, influence learning behavior, and strengthen social and emotional relationships between teachers and students. Consequently, speech act analysis provides an important perspective for understanding how communication strategies contribute to more interactive and meaningful Arabic language learning environments.

Conclusion

The findings of this study indicate that speech acts play an important role in communication during Arabic language learning at grade 10 of MAN 2 Gresik. Directive speech acts were the most dominant form used by teachers to manage classroom activities and encourage student participation. Meanwhile, students used assertive, expressive, and commissive speech acts to express understanding, emotions, and commitment in learning activities.

The findings also reveal that classroom interaction in Arabic learning extends beyond the transmission of instructional content. Communication in the classroom functions as a social process through which students actively participate, express understanding, and develop responsibility toward learning. Although teacher interaction remained relatively dominant through directive speech acts, the emergence of students' assertive, expressive, and commissive speech acts reflects increasing participation and more balanced interaction patterns.

These findings suggest that the strategic use of speech acts contributes to more effective classroom communication. Therefore, teachers should not only employ speech acts as instructional tools but also utilize them to encourage participation, strengthen confidence, and support students' engagement during learning activities. Such practices may contribute to creating a more communicative and participatory environment in Arabic language learning.

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