



The Pragmatic Function of English Speech Acts in Students' Oral Interactions at MAPK Syaikh Zainuddin Dormitory

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Abstract. This study aims to examine the pragmatic functions of English speech acts in the oral interactions of students at MAPK Syaikh Zainuddin Dormitory. This study employs a descriptive qualitative approach, using data collection techniques such as observation, digital audio recording, field notes, and semi-structured interviews. The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldana (2014), based on Searle's (1979) classification of illocutionary acts. The results of the study indicate that the student used four types of illocutionary acts: directive (45.2%), representative (25.8%), expressive (19.4%), and commissive (9.7%), whereas declarative speech acts were not found in the research data. Directive speech acts are used to give instructions, ask for help, and remind others about the use of English; representative speech acts are used to convey information and explain situations; expressive speech acts are used to express the speaker's willingness or commitment. The predominance of directive speech acts indicates that the students' communication is largely oriented toward managing daily activities, while differences in language use between the male and female dormitories, as well as limited vocabulary, also influence the types of speech acts that emerge. These findings demonstrate that the dormitory environment plays a significant role in shaping the students' natural patterns of English language use. This study is expected to enrich pragmatic research on English speech acts in non-formal contexts within boarding school setting.

Keywords: English; Illocutionary Acts; Islamic Boarding School; Pragmatics; Spoken Interaction.

1. INTRODUCTION

Language is the primary means of communication used by humans to convey ideas, thoughts, feelings, and information in daily life. Through language, humans can build social relationships and interact with other (Chaer & Agustina, 2010). In the era of globalization, English plays a vital role as an international language used in various fields, such as education, technology, and global communication (Crystal, 2003). Therefore, the use of English in education settings, including Islamic boarding schools, is one of the efforts to improve students' communication skills, both oral and written.

In language use, every utterance not only serves to convey information but also has specific intentions and purposes that are examined in pragmatics the branch of linguistics that studies meaning based on the context of language use (Yule, 1996). One of the main focuses pragmatics is speech acts, which are actions performed by speakers through utterances (Austin, 1962). The analysis of speech acts helps researchers understand the social functions, communicative goals, and intentions contained within an utterance. Based on previous research, studies of speech acts have been conducted in various contexts of formal learning and English-learning communities, such as Kampung Inggris Kediri (Mukhroji et al., 2019), so studies in other contexts remain relatively limited. One context that has rarely been studied is

the dormitory environment, which has social interaction characteristics that differ from those of formal learning environments.

The boarding school environment is a setting where intensive social interaction among students takes place in their daily lives. In this environment, students use language not only for academic purposes but also in various social activities such as discussing, asking for help, giving instructions, joking around, and interacting with peers and seniors. At MAPK Syaikh Zainuddin, patterns of English language use differ between male and female students. Male students follow a daily rotation system, while female students follow a weekly schedule system. These differing systems influence daily communication, giving rise to various speech acts with diverse functions. However, research on the pragmatic functions of speech acts in the context of these differing systems remains limited. Therefore, oral interactions in the boarding school environment warrant further study as they reflect natural language use in various social situations.

Several previous studies have examined speech acts in the context of English language learning, particularly in interactions between teachers and students in the classroom (Anjani, 2023; Azhari et al., 2018; Christianto, 2020). The results of these studies indicate that speech acts, particularly directive speech acts, are frequently used in learning interactions between teachers and students. However, most of these studies have focused on formal classroom contexts. Meanwhile, research on the pragmatic functions of speech acts in students' oral interactions within a dormitory setting remains relatively scarce. This is due to the fact that communication patterns in boarding school setting tend to differ from those in classrooms because interactions occur more naturally, are more intensive, and are not always tied to formal learning activities. Although there have been several studies examining speech acts in Islamic boarding schools, research specifically analyzing the pragmatic functions of English speech acts in students' oral interactions in boarding school remains rare. Unlike previous studies that have generally examined speech acts in formal classroom interactions or English-learning community settings, this study specifically investigates English illocutionary speech acts within a single dormitory characterized by different gender-based communication systems, namely, a daily rotation system for male students and a weekly schedule system for female students. This distinctive context constitutes the novelty of the present study, as it situates pragmatic analysis within a structurally differentiated boarding-school environment that has not been directly addressed in previous research. Therefore, this study aims to examine the pragmatic functions of English speech acts in students' oral interactions in boarding school setting. This study is expected to provide a deeper understanding of the use of speech acts in

students' daily communication within the informal context of a boarding school setting. Furthermore, this study is also expected to enrich the field of pragmatics, particularly regarding the use of English speech acts in students' social interactions within Islamic boarding school settings.

2. THEORETICAL FRAMEWORK

Pragmatics is a branch of linguistics that studies meaning based on the context of language use. According to Kearns (2011) in her book *Semantics (Second Edition)*, pragmatics addresses all the ways in which literal meaning must be refined, enriched, or expanded to arrive at an understanding of what the speaker intends when uttering a particular expression. Furthermore, Peter Grundy also presents a different theory of pragmatics in his book: "Pragmatics is about explaining how we produce and understand such everyday but apparently rather peculiar uses of language" (Grundy, 2000). The point of this theory is that pragmatics is the study of how people produce and understand everyday conversations that seem rather peculiar when used in language. Meanwhile, George Yule (1996) defines pragmatics as the study of the meaning intended by the speaker and interpreted by the listener based on context. In line with this, Stephen C. Levinson (1983) states that pragmatics examines the relationship between language and context in communication. Therefore, context plays a crucial role in understanding the pragmatic function of an utterance in everyday interactions.

Speech acts are a branch of pragmatics that studies utterances as actions in communication. Through speech acts, a person not only conveys information but also performs specific actions through their utterances. According to J. L. Austin (1962) in *How to Do Things with Words*, speech acts serve not only to say something but also to do something. In his theory, Austin explains that every utterance can contain an action that has a specific purpose within the context of communication.

J. L. Austin (1962) divides speech acts into three types: locutionary act, illocutionary act, and perlocutionary act. A locutionary act is the act of uttering a statement literally, an illocutionary act is the intention or function the speaker wishes to convey through the utterance, and a perlocutionary act is the impact or effect the utterance has on listener. John Searle expanded on Austin's theory of speech acts by classifying illocutionary acts into five main categories: representative (assertive), directive, commissive, expressive, and declarative. Representative acts are used to state or explain something the speaker considers to be true. Directive acts aim to influence the listener's actions, such as giving a command, making a request, or offering a suggestion. Commissive speech acts indicate the speaker's commitment

to a future action, such as making a promise or an offer. Expressive speech acts are used to convey the speaker's feelings or attitudes, such as expressing gratitude or apologizing. Meanwhile, declarative speech acts are those that can alter a specific status or situation through speech (Searle, 1979).

Empirically, Searle's (1979) classification has been widely applied to examine spoken interaction across various educational and communal settings. (Azhari et al., 2018) applied this framework to teacher-student classroom interactions and found directive acts to be dominant, reflecting the instructional and regulatory nature of classroom discourse. In a more comparable informal setting, Zuhriyah & Rosita (2019) examined student interactions at Darussalam Islamic boarding school in Surakarta and found that representative and expressive acts were more prevalent than directive acts, suggesting that the balance of speech act types shifts according to the degree of formality and authority structure within the communication context. Similarly, Mukhroji et al. (2019), studying an English-learning community in Kampung Inggris Kediri, found that commissive acts though rarely dominant consistently emerged as markers of cooperative engagement among peers. Taken together, these studies indicate that the distribution of illocutionary acts is not fixed but is shaped by the social structure and communicative norms of the setting in which interaction occurs, providing an empirical foundation for the classification and cross context comparison undertaken in the present study.

Pragmatic function refers to the goal or intention that a speaker seeks to achieve through an utterance in a specific communicative context. According to Yule (1996), pragmatics deals not only with the meaning of utterances but also with how speakers use language to achieve communicative goals in specific social situations. Therefore, the analysis of pragmatic function focuses on the relationship between the form of an utterance, the context of its use, and the speaker's intended meaning. In everyday interactions, an utterance can serve to request information, give a command, express an opinion, refuse a request, express gratitude, offer help, or maintain social relationship. Thus, the analysis of pragmatic function helps explain how and why a speech act is used to achieve specific communicative goals in real-life situations. These pragmatic functions can be observed through various forms of spoken interaction that occur in everyday life.

Oral interaction is a communication process involving the exchange of meaning between two or more people through spoken language. According to Brown (2007), interaction is at the core of communication because it is through interaction that a person can convey and interpret meaning within a specific social context. In language learning, oral interaction plays a crucial role because it provides learners with opportunities to use language authentically in various

communicative situations. Furthermore, Richards (2008) states that the ability to interact orally reflects a person's ability to use language to achieve communicative goals. Therefore, oral interaction serves as a crucial context in the study of pragmatics and speech acts, as the meaning of utterances is heavily influenced by context and the interlocutor's response.

Based on these theories, this study focuses on analyzing the pragmatic functions of English speech acts used by students in oral interactions at MAPK Syaikh Zainuddin dormitory. Pragmatic theory is used to understand the meaning of utterances based on context, while Austin and Searle's speech act theory is used to identify the types and functions of utterances that appear in students' everyday communication.

3. RESEARCH METHOD

This study employs a descriptive qualitative approach to analyze the pragmatic functions of English speech acts in the oral interactions of students at MAPK Syaikh Zainuddin dormitory. This approach was chosen because the study aims to understand the meaning, context, function of language use in natural communicative situations, rather than in the form of numbers or statistical calculations. According to Creswell (2018), qualitative research is an approach to understanding the meanings that individuals or groups ascribe to a particular social issue. Therefore, this approach is considered appropriate for uncovering the meanings underlying the students' use of English speech acts in their daily interactions.

This study is conducted at MAPK Syaikh Zainuddin dormitory in Anjani Village, Suralaga Subdistrict. This location was chosen because it implements a program requiring the use of foreign languages, namely English and Arabic, in the students' daily communication. The language use system in the male and female dormitories is implemented differently in accordance with each dormitory's policies. These conditions allowed the researcher to collect data on the use of English in the students' natural oral interactions. The research subjects were selected using *purposive sampling*, which involves choosing students who actively use English in their daily interactions. The number of informants was not predetermined but was adjusted according to data needs until data saturation was reached.

The research data consists of naturally produced spoken English by students in informal contexts outside the official boarding school program. These informal situations include spontaneous interactions in dorm rooms, casual conversations during breaks, communication during shared meals, and other independent interactions without direct supervision by language administrators.

Data were collected using the observation method, which involves observing language use in natural communication situations (Sudaryanto, 2015), integrated with digital audio recording, field notes, and semi-structured interviews. The researcher acted as the primary instrument (human instrument). Spontaneous speech was recorded to maintain the authenticity of the data, accompanied by notes on the situational context (setting and participants). Finally, in-depth interviews were conducted to confirm the sociopragmatic aspects related to the intentions and functions of the students' speech acts.

The validity of the data in this study was ensured through the application of triangulation techniques to enhance the credibility of the research findings. The researcher employed methodological triangulation and data source triangulation. Methodological triangulation was conducted by comparing spoken English data obtained through spontaneous audio recordings with data from in-depth interviews with the students. Meanwhile, data source triangulation was carried out by collecting speech data from various informants and observing their verbal interactions in a variety of informal context within the boarding school environment. The application of these two techniques aimed to ensure that the interpretation of the pragmatic functions of speech acts was supported by consistent and reliable data.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldana (2014) through three concurrent lines of activity:

Data Condensation: The researcher transcribed the audio recordings of the students' interactions into text. Next, the researcher filtered and selected English utterances containing pragmatic speech act functions, while discarding utterances irrelevant to the study's focus.

Data Display: The selected utterances were then classified according to Searle's (1979) categories of illocutionary acts. Subsequently, the pragmatic functions of each utterance were analyzed based on the context of their use in the students' daily interactions. The results of this classification and analysis are presented in a descriptive narrative to illustrate the types of speech acts and pragmatic functions that emerge in the students' interactions.

Conclusion Drawing/Verification: The researcher interprets the meaning behind the use of these speech acts and cross-checks them with the results of the student interviews as a form of methodological triangulation. The final step is to draw valid conclusions regarding the dominant pragmatic functions of speech acts and the contextual factors that influence them at MAPK Syaikh Zainuddin dormitory.

In total, 31 speech acts instances were identified and coded through this procedure, from which the percentage distribution of each illocutionary type presented in Table 1 and Figure 1 was subsequently calculated.

4. RESULTS AND DISCUSSION

Based on the results of observations and interviews conducted at MAPK Syaikh Zainuddin Dormitory, four types of illocutionary speech acts were identified in the students' oral interactions: directive, representative, commissive, and expressive. Directive speech acts were the most dominant type, as the majority of everyday communication consisted of commands, requests, questions, and invitations. Meanwhile, declarative speech acts were not found during the data collection process. In addition, the interview results showed that the use of English at the dormitory was influenced by differences in language use between the male and female dormitories, as well as by the limited vocabulary and sentence-construction skills still experienced by some students.

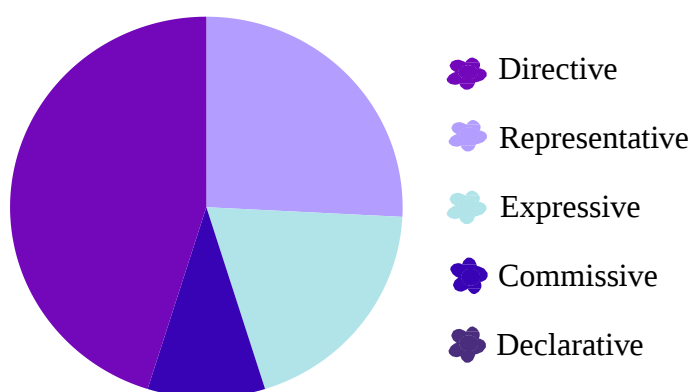


Figure 1. Percentage of Illocutionary Speech Acts of Students.

Based on figure 1, directive speech acts accounted for the highest percentage, at 45.2%. Next, representative speech acts accounted for 25.8%, followed by expressive speech acts at 19.4%, and commissive speech acts at 9.7%. Declarative speech acts were not found in the research data.

These results indicate that the oral interactions of the students at the MAPK Syaikh Zainuddin Dormitory are dominated by directive speech acts. Meanwhile, representative, commissive, and expressive speech acts were also found in various communicative situations, although their frequency was lower than that of directive speech acts. To provide a more detailed overview of the types of speech acts identified, all research data are presented in the following table.

Table 1. Classification of Illocutionary Acts in the Oral Interactions of Students.

Number	Speech Data	Types of Speech Acts	Pragmatic Functions
1	A: Announcement for all chief of class, please come to the hall right now.	Directive	Instruct all class leaders of the female students to gather immediately in the auditorium.
2	A: Announcement for all students, please come to the yard right now.	Directive	Instruct all male students to gather in their dormitory courtyard

3	A: Bring water for them. B: Okay.	Directive Commissive	Request assistance and express willingness to fulfill the request
4	A: Where are you now? B: Still taking a bath.	Directive Representative	Asking for and providing information about the speaker's circumstances
5	A: Use your language, why you speak Indonesian? B: I am sorry, Sister.	Directive Expressive	Reminding others about the use of English and expressing apologies
6	A: Who is inside?, is there people after you? B: There is just now, I don't know who she is.	Directive Representative	Asking for and providing information about a current situation
7	A: What is our side dish? B: Our side dish is tofu chili sauce. C: Woo, so nice. B: Come on eat guys.	Directive Representative Expressive Directive commissive	Asking for and providing information, expressing pleasure, inviting others, and expressing willingness
8	A: I join you, eat together, yeah. A: Thank you so much. B: You're welcome.	Expressive Expressive	Expressing gratitude and responding to expressions of gratitude
9	A: Can I borrow your slippers? B: You can. A: Thank you. B: You're welcome.	Directive Representative Expressive Expressive	Asking for permission, granting permission, expressing gratitude, and responding to expressions of gratitude
10	A: May I borrow your book later? B: What can of book? A: Book of Al-Qur'an Hadits B: Yes you can	Directive Directive Representative Representative	Asking for permission, asking for clarification, providing information, and granting permission
11	A: Have you done your homework? B: What homework? A: Mathematics B: I haven't A: Later we do together yeah B: Ok	Directive Directive Representative Representative Directive Commissive	Asking about assignment, asking for clarification, providing information, stating that the work hasn't been done yet, inviting others to work together, and expressing willingness

Directive speech Acts

Based on the analysis results in Table 1, directive speech acts are the most dominant type of speech act in the oral interactions of students at MAPK Syaikh Zainuddin Dormitory, accounting for 45.2% of the total. This finding indicates that students' communication is primarily used to give instructions, ask for help, obtain information, invite others, and remind peers in various daily activities.

According to Searle (1979), directive speech acts are those intended to prompt the addressee to perform an action in accordance with the speaker's intention. Therefore, various forms of utterances such as commands, requests, questions, invitations, and reprimands in this study were categorized as directive speech acts.

An example of a directive speech act is the utterance "Bring water for them". This utterance was made by a student to a friend with the intention of asking for help in bringing water to others. Based on the classification of illocutionary speech acts proposed by Searle (1979), this utterance is classified as a directive speech act because the speaker intends for the addressee to perform an action in accordance with the speaker's wish. The pragmatic function of this utterance is to request assistance. This is evidenced by the addressee's response, "Okay", which indicates a willingness to fulfill the request.

The next data point is found in the utterance "Where are you now?" This utterance aims to obtain information about the addressee's whereabouts. According to Searle (1979), questions intended to obtain information also constitute directive speech acts because the speaker expects a response from the addressee. This is evident from the reply "Still taking a bath", which provides information consistent with the question asked. Therefore, the pragmatic function of this utterance is to request information.

A directive speech acts is also found in utterance "Use your language!, why are you speaking indonesian?" This utterance is spoken when a student uses indonesian during a scheduled English-only period. Based on Searle's (1979) theory, this utterance is a directive speech act because it aims to influence the addressee to change their behavior in accordance with the applicable rules. In the context of this study, the pragmatic function of this utterance is to remind and reprimand the addressee to resume using English as required by the dormitory rules.

Another example can be found in the utterance "Come on, eat, guys." This utterance was spoken in the dormitory lounge when the rice had just been brought out from the kitchen, so the speaker invited all the students present to eat together. According to Searle (1979), an invitation is a form of directive speech act because the speaker attempts to encourage the addressee to perform an action. The pragmatic function of this utterance is to invite, which is then responded to by the addressee through the utterance "I'll join you; let's eat together, yeah," as an acceptance of the invitation.

The predominance of directive speech acts indicates that communication at Syaikh Zainuddin MAPK Dormitory is primarily oriented toward regulating daily activities through commands, requests, questions, invitations, and reprimands. This finding supports Searle's (1979) view that directive speech acts are used to prompt the addressee to perform an action. Furthermore, the results of this study are consistent with the research by Azhari et al. (2018), which found that directive speech acts are the most dominant type of speech act in daily interactions because they serve to give instructions, ask for help, and obtain information. This

dominance is also closely tied to the social structure within the Islamic boarding school environment, where the language division and senior students are responsible for guiding and reminding other students to comply with dormitory rules, including the rule regarding the use of English during designated times. In contrast to these findings, a study by Zuhriyah & Rosita (2019) at the Darussalam Student Islamic Boarding School in Surakarta found that representative speech acts were the most dominant type, followed by directive and expressive. This difference is likely due to differences in the communication context: the strict enforcement of English language rules at MAPK Syaikh Zainuddin Dormitory encourages more speech in the form of instructions and reprimands, whereas interactions at PPMD Surakarta consist mostly of casual, informative conversations.

Representative Speech Acts

Based on the analysis results in Table 1, representative speech act constitute a type of illocutionary speech act, accounting for 25.8% of the total research data. Speakers use these speech act to convey information, state a condition, or explain something believed to be true based on current circumstances.

According to Searle (1979), the representative speech act is one that binds the speaker to the truth of the proposition being conveyed. In other words, the speaker conveys information, opinions, or explanations that are considered consistent with the facts or circumstances at hand. Based on this classification, several utterances in this study fall under the representative speech act because they serve to provide information to the addressee.

Data illustrating a representative speech act can be found in the utterance "Still taking a bath." This utterance is a response to the question "Where are you now?" Based on the conversational context, the speaker provides information about the activity they are currently engaged in at the time of the utterance. Therefore, this utterance qualifies as a representative speech act because the speaker conveys information that is considered true according to the situation they are experiencing.

The next piece of data is found in the utterance "There is just now, I don't know who she is." This utterance was spoken in response to a question about the person in the bathroom. Based on Searle's (1979) theory, this utterance is a representative speech act because the speaker provides information about the situation as known at that moment. Although the part of the utterance "I don't know who she is" appears to be an expression of ignorance, the statement is still representative because the speaker commits to the truth regarding what they themselves know and do not know, rather than prompting the addressee to perform an action. The pragmatic function of this utterance is to explain the situation to the addressee.

Another example is found in the utterance “Our side dish is tofu chili sauce.” This utterance was made in response to the question “What is our side dish?” In this context, the speaker is providing information about the available menu items. According to Searle’s (1979) classification, this utterance is a representative speech act because it conveys information that the speaker believes to be true.

Another example is found in the utterance “You can.” This utterance is a response to the request for permission “Can I borrow your slippers?”. In the context of the conversation, the speaker grants consent or permission to the addressee to borrow the slippers. This utterance is categorized as a representative speech act because the speaker expresses an attitude or decision in response to the addressee’s request. It should be emphasized that the type of illocution and pragmatic function are two distinct concepts: illocutionary, the utterance “You can” remains representative because the speaker conveys a proposition believed to be true regarding the permitted situation, rather than an explicit performative that directly performs the act of granting permission. The “granting permission” referred to here is its pragmatic function—that is, the communicative effect or goal achieved by the utterance within the conversational context. The pragmatic function of this utterance is to grant permission.

Overall, the representative speech acts in this study indicate that the students not only use English to convey commands or requests but also to provide information, explain situations, and respond to questions asked in everyday interactions. These findings are consistent with Searle’s (1979) theory, which states that representative speech acts are used to express something the speaker believes to be true. Furthermore, the results of this study are also consistent with the research by Zuhriyah & Rosita (2019) at Darussalam Student Islamic Boarding School in Surakarta, which showed that representative speech acts are one of the most frequently used types of speech acts by students and play a crucial role in conveying information and maintaining smooth communication between speakers.

Expressive Speech Acts

Based on the analysis results in Table 1, expressive speech acts accounted for 19.4% of the total research data. These speech acts were used by the students to express feelings, attitudes, or responses to situations that arose in everyday interactions. The expressive forms identified in this study included expressions of apology, joy, and gratitude.

According to Searle (1979), expressive speech acts are utterances used by speakers to express their psychological states or attitudes toward a situation. These speech acts can take the form of expressions of gratitude, apologies, congratulations, or other expressions of feeling.

Based on this concept, several utterances in this study were categorized as expressive because they were used to convey the speaker's feelings or attitudes in specific situations.

An example was found in the utterance "I am sorry, Sister." This utterance was made by a student after being reminded to use English. Based on the context of the conversation, the speaker apologized to the addressee for using Indonesian. According to Searle (1979), this utterance is considered expressive because the speaker expressed a psychological attitude in the form of regret or an apology regarding a particular situation.

Another example of an expressive utterance is found in the phrase "Woo, so nice." This phrase was uttered when the students learned what they would be eating together. The speaker used this phrase to express positive feelings toward the food being discussed. Based on Searle's theory (1979), this utterance is considered expressive because it is used to convey the speaker's psychological state regarding a particular situation. The pragmatic function of this utterance is to express joy or admiration.

In addition, the utterances "Thank you so much" and "Thank you" are also considered expressive speech acts. Both utterances are used by the students to express gratitude after receiving help or permission from their conversation partner. According to Searle (1979), expressions of thanks are a form of expressive speech because they indicate the speaker's attitude or feelings toward an action performed by the conversation partner.

The response "You're welcome" is also found in interactions among students after the addressee has expressed gratitude. This utterance is used in response to an expression of thanks and indicates acceptance of that expression. In the context of the interaction, this utterance serves to acknowledge the expression of thanks and maintain the continuity of interpersonal relationships in the conversation.

Overall, the expressive speech acts in this study indicate that English is used by students not only for convey information or direct the actions of their interlocutors, but also to express feelings and maintain social relationships in everyday interactions. The use of expressions such as apologies, expressions of joy, and thanks indicates the presence of interpersonal functions in the students communication within the boarding school environment. This findings is consistent with Searle's (1979) view that expressive acts convey the speaker's feelings or psychological states. Furthermore, this finding is consistent with the research by Zuhriyah & Rosita (2019), who also found that expressive speech acts are among the most frequently used types of speech acts by students in their interactions, particularly to express feelings and evoke specific reactions from their interlocutors.

Commissive Speech acts

Based on the analysis in Table 1, commissive speech acts accounted for 9.7% of the total research data. These speech acts are a type used by speakers to express a commitment or willingness to perform an action at a specific time. In this study, commissive speech acts were found in the form of a willingness to fulfill a request and a willingness to accept an invitation.

According to Searle (1979), a commissive speech act is a speech act that binds the speaker to an action to be performed. Thus, utterances that indicate a promise, willingness, or commitment to perform an action can be categorized as commissive speech acts. Based on this concept, the research data show the use of commissive speech acts in the daily interactions of the students.

One example of a commissive speech act is the response “Okay” to the utterance “Bring water for them”. In the context of that conversation, “Okay” is used to indicate the addressee’s willingness to fulfill the request made by the speaker. Based on Searle’s (1979) theory, this utterance can be categorized as commissive because it demonstrates the speaker’s commitment to performing the requested action.

Further evidence is found in the utterance “I join you, eat together yeah”. This utterance was made in response to the invitation “Come on eat, guys”. In this context, the speaker expresses their willingness to participate in the shared meal. In accordance with Searle’s (1979) concept of the commissive function, this utterance demonstrates the speaker’s commitment to performing an action-namely, joining the others and eating together. Therefore, the pragmatic function of this utterance is to express willingness to accept the invitation. Although structurally the sentence “I join you” may appear to be a request to join in, pragmatically this utterance is still categorized as a commissive speech act because the speaker commits themselves to the action to be performed-namely, joining and eating together-rather than asking for permission or an action from the addressee. This finding is consistent with Mukhroji et al. (2019), who found that commissive speech acts appeared in English-learning community interactions and reflected learners’ willingness to engage in activities. In this study, commissive speech acts accounted for 9.7% of the data, indicating that commitments or willingness were less frequently expressed than other types of speech acts in students’ everyday interactions.

5. CONCLUSION

Based on the results of the data analysis conducted at the MAPK Syaikh Zainuddin Dormitory, four types of illocutionary speech acts were identified as used by the students in their oral interactions in English: directive, representative, expressive, and commissive, while declarative speech acts were not found in the research data. Directive speech acts were the most dominant type, accounting for 45.2%, followed by representative speech acts at 25.8%, expressive speech acts at 19.4%, and commissive speech acts at 9.7%.

The predominance of directive speech acts indicates that communication among boarding school students is primarily oriented toward managing daily activities, such as giving instructions, asking for help, obtaining information, inviting others, and reminding them use English. Meanwhile, representative speech acts are used to convey information and explain situations; expressive speech acts are used to express attitudes or feelings, such as apologizing, expressing joy, and saying thank you; while commissive speech acts are used to indicate the speaker's willingness or commitment to an action.

Furthermore, the research findings show that the use of English speech acts in students' interactions is related to the communicative context within the dormitory environment. Differences in language use between the male and female dormitories, as well as the limited vocabulary of some students, also influence the use of English in daily interactions. Thus, illocutionary acts not only serve as a means of conveying messages but also play a role in regulating activities, maintaining social interactions, and supporting the implementation of English language use within the dormitory environment.

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