

SPEECH ACTS OF TEACHER AND STUDENTS IN INDONESIAN LANGUAGE LEARNING IN GRADE XI-3 SMA NEGERI 5 MANDAU

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ABSTRACT

Learning in the classroom is inseparable from the communication process between teachers and students. Every explanation, question, or response conveyed in the learning process is a form of speech that has a specific purpose. However, in learning activities, there is often not much study of how the forms of speech that appear during interactions. Therefore, this study aims to describe and analyze the forms of illocution speech used by teachers and students in learning Indonesian in grades XI-3 of SMA Negeri 5 Mandau. This study uses a qualitative approach with a descriptive type of research. The method used is content analysis to examine speech that appears during the learning process. The research data is in the form of teacher and student speech which is included in the act of illocution. The data source in this study is the interaction of Indonesian language learning in grades XI-3 of SMA Negeri 5 Mandau on news text materials and scientific papers. Data collection techniques were carried out through observation, documentation, recording, listening methods, and recording methods during four learning meetings. The results of the study showed that 91 acts of illocution were found consisting of 37 acts of assertive speech, 31 acts of directive speech, 14 acts of commissive speech, and 9 acts of expressive speech, while declarative acts of speech were not found. Assertive and directive speech acts appear the most because teachers often provide explanations, information, and directions to students during learning. Meanwhile, commissive and expressive speech acts appear in smaller amounts, usually related to promises, responses, or expressions of feelings in the learning process. Based on the results of the study, it can be concluded that the interaction between teachers and students in learning Indonesian in grades XI-3 of SMA Negeri 5 Mandau is more of an act of illocution speech that is explanatory (assertive) and directs (directive) learning activities. This shows that communication in learning is quite active and helps support the learning process in the classroom.

INTRODUCTION

Human beings as social beings cannot be separated from communication activities in daily life. In every social interaction, humans need tools to convey ideas, feelings, and information to others. The means of communication is language. Through language, humans can establish social relationships, express opinions, and understand each other in social life. Bloomfield in Widyana (2025) states that language is a sound symbol system used by members of society to

connect and interact with each other. This shows that language has an important role in human life because through language one can convey messages and understand the intentions of others.

In scientific studies, language is studied in the field of linguistics or linguistics. One branch of linguistics that studies the use of language in a given context is pragmatics. Levinson in Asdar et al. (2021) explained that pragmatics is a study that discusses the relationship between language and context that affects the understanding of the meaning of speech. In other words, the meaning of a speech is not only determined by the words used, but also influenced by the situation, the purpose of the speaker, and the conditions when the speech is delivered. In line with that, Levinson and Nadar (2013) state that pragmatics study how language is used in real communication situations.

One of the important concepts in pragmatics is speech. The theory of speech was first proposed by Austin in 1962 and later developed by Searle. Speech is an action that a person takes through speech in a communication. Searle in Leech (2015) states that when a person speaks, he or she is not only conveying information, but also performing certain actions. For example, when someone says "Please close the door," he or she is actually asking someone else to do an action.

Searle divides speech into three types, namely locution, illocution, and perlocution. The act of locution speech is related to speech that is spoken directly. The act of illocutional speech is related to the intention that the speaker wants to convey through the speech. Meanwhile, the act of perlocution speech is related to the influence or impact of speech on speech partners. Among the three types, the act of illocution speech has an important role because it is related to the speaker's purpose in delivering a speech. According to Searle in Leech (2015), the act of illocution speech is divided into five types, namely assertive, directive, commissive, expressive, and declarative. Assertive speech is used to convey information or statements that are considered true by the speaker, such as stating or explaining. Directive speech is used to ask or direct others to do something, such as ordering or suggesting. Commissive speech is related to the speaker's promise or commitment to a future action. Expressive speech is used to express the speaker's feelings, such as saying thank you or apologizing. Meanwhile, declarative speech is speech that can directly change a situation or status.

The use of illocution speech can also be found in classroom learning activities, especially in learning Indonesian. In the learning process, teachers not only deliver subject matter, but also provide direction, questions, motivation, and responses to students through various speeches. Therefore, the use of language by teachers has an important role in building effective communication in the classroom. Maksun and Zakaria (2025) stated that the use of appropriate speech actions by teachers can help students more easily understand the material being learned. In addition, teachers' ability to communicate also affects learning interactions in the classroom. Dwita and Atmazaki (2024) explained that teachers who are able to manage communication well will find it easier to create active learning interactions. Through the use of appropriate speech, teachers can provide direction, guide students, and encourage students to be more active in the learning process. This is also in line with the opinion of Aisah and Arief (2024) who stated that teachers play a role as an example in the use of language for students.

In learning Indonesian, the use of illocution speech can be seen from various forms of communication between teachers and students. Teachers can use assertive speech when explaining the subject matter. Teachers can also use directive speech when giving instructions or assignments to students. In addition, expressive speech can be used by teachers to give praise or appreciation to students. According to Salsabila et al. (2023), the use of various forms of speech in learning interactions can help create more effective communication between teachers and students. The phenomenon of using illocution speech is also seen in the process of learning Indonesian in grades XI-3 of SMA Negeri 5 Mandau. Based on initial observations made by researchers, the interaction between teachers and students in the classroom was quite active. Teachers use various forms of speech to explain material, provide direction, and ask questions to students. Students also seem active in giving responses or answering questions given by teachers. This shows that the communication process in the classroom takes place dynamically.

Research on speech in learning has been conducted by several researchers previously. However, some studies still focus on the types of speech actions used by teachers without looking at the relationship between teachers' speech and student responses in learning interactions. Therefore, this study not only examines teachers' speech actions, but also pays attention to students' speech as a speech partner in the communication process in the classroom. This research was conducted in classes XI-3 of SMA Negeri 5 Mandau because based on the results of initial observations, the class showed a fairly high level of student activity compared to other classes. This activeness allows for more diverse communication interactions between teachers and students so that data on illocutional speech can be obtained more completely.

Based on this background, this research focuses on pragmatic studies, especially on the act of illocutional speech in the interaction of learning Indonesian. The formulation of the problem in this study is how the forms of illocution

speech of teachers and students in learning Indonesian in grades XI-3 of SMA Negeri 5 Mandau. This study aims to describe the forms of illocutional speech used by teachers and students in the process of learning Indonesian in the classroom. Theoretically, this research is expected to contribute to the development of pragmatic studies, especially those related to the use of language in learning interactions. Practically, the results of this research are expected to be a reference for Indonesian language teachers in using the language more effectively so as to create a communicative and meaningful learning process.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research. This approach was chosen because the research aims to describe and understand the use of language in the learning process in the classroom. This research does not focus on numbers or calculations, but on the meaning of speech spoken by teachers and students during learning activities. Through a qualitative descriptive approach, the researcher can describe the form and function of illocutional speech that appears in the interaction of learning Bahasa Indonesia. The data analyzed were in the form of oral speech that appeared naturally during the teaching and learning process in the classroom. In addition, this study also uses the content analysis method to examine the meaning of speech in verbal interaction between teachers and students. This method is used to determine the form and function of illocutional speech used in learning Indonesian in grades XI-3 of SMA Negeri 5 Mandau.

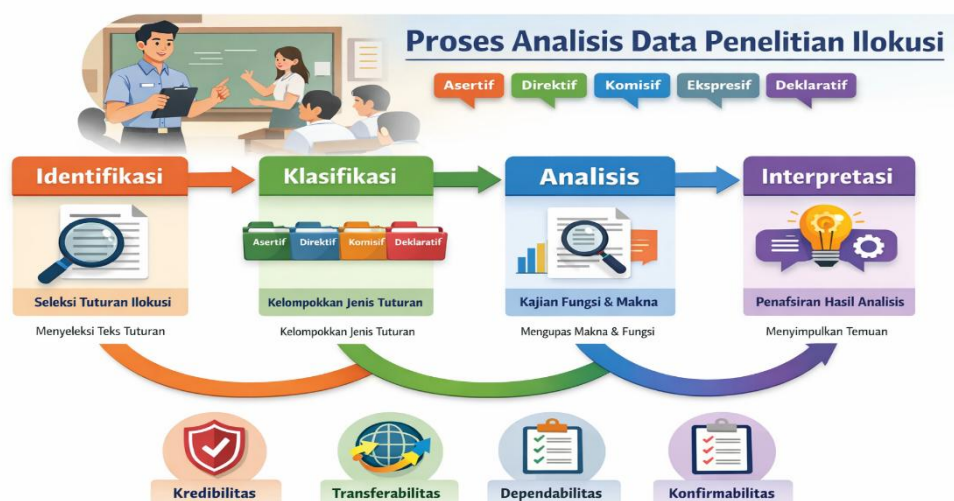
The data in this study is in the form of speech that contains the act of illocution used by teachers and students during the Indonesian language learning process taking place in grades XI-3 of SMA Negeri 5 Mandau. The forms of illocutional speech that were analyzed included assertive, directive, commissive, expressive, and declarative. The data source comes from communication events that occur during classroom learning activities. The informants in this study are Indonesian teachers and students in grades XI-3 who are directly involved in the learning process. Data collection was carried out during four learning meetings with a duration of 2×45 minutes for each meeting. The selection of these four meetings aims to make the data obtained more varied and can describe various forms of speech actions that appear at the opening, core activities, and closing stages of learning.

The data collection techniques in this study are carried out through observation, documentation, recording, listening techniques, and recording techniques. Observation is carried out in a non-participatory manner, i.e. the researcher is present in class but not directly involved in learning activities. The researcher is at the back of the classroom to observe the interaction between teachers and students so that the learning process continues naturally. In addition to observation, the researcher also uses documentation techniques to complete the research data. The documentation in question is in the form of audio recordings and field notes during the observation process. The recording technique is used to obtain complete speech data during learning activities. The recording was done using a mobile phone that has a fairly good sound recorder quality. The device is placed on the teacher's desk in a stable position so that all verbal interactions between teachers and students can be recorded clearly without interrupting the course of learning. Furthermore, the researcher uses the listening technique by carefully listening to all speech that appears during the learning process. Immunization is focused on speech that contains elements of illocutional speech in accordance with the purpose of the research. After that, the researcher uses a recording technique to record the identified speech into a data classification format to facilitate the grouping and analysis process.

The data that has been collected is then analyzed using content analysis techniques through several stages, namely identification, classification, analysis, and interpretation. At the identification stage, the researcher chose the transcription speech that contained the act of illocution speech spoken by the teacher and students during the learning process. The speech is then considered based on the context of its appearance in classroom interactions. The next stage is classification, which is to group speech into five types of illocutional speech acts, namely assertive, directive, commissive, expressive, and declarative. This grouping aims to see the types of speech actions that most often appear in the learning process. After that, the analysis stage is carried out, which is to examine the function and meaning of each speech based on the context of the speech situation, the relationship between the speaker and the speech partner, and the purpose of the communication to be conveyed. The last stage is interpretation, which is to interpret the results of the analysis thoroughly to explain the role of illocutional speech in creating effective learning communication and describe how the variety of speech affects the interaction between teachers and students in the classroom.

The validity of the data in this study is maintained through four criteria, namely credibility, transferability,

dependability, and confirmability. Credibility is carried out by repeatedly observing and re-checking the transcription results with the original recordings so that the data obtained is in accordance with the speech that occurs in class. Transferability is done by presenting data clearly and in detail so that readers can understand the research situation and allow the results to be used in similar contexts. Dependability is carried out by systematically documenting the entire research process from data collection, transcription process, to data analysis. Meanwhile, confirmability is carried out by ensuring that all research findings are actually derived from field data. To maintain the objectivity of the research, the researcher adheres to the available data and keeps the recordings and transcriptions as evidence of the research data.



RESEARCH RESULTS

This research was conducted on students in grades XI-3 at SMA Negeri 5 Mandau during four meetings of learning Indonesian. The materials studied at the time of the research were news texts and scientific papers. The research data was obtained through direct observation in the classroom, field recordings, and recordings of interactions between teachers and students which were then transcribed. From the data collection process, 91 data on illocution speech actions were found that appeared during learning activities. The data is divided into several types of speech acts, namely assertive, directive, commissive, expressive, and declarative speech acts. In general, assertive and directive speech acts appear the most during learning. This shows that classroom activities not only contain the delivery of material from teachers, but also there is a fairly active interaction between teachers and students. Teachers often convey information, explain material, and give directions to students. On the other hand, students also participate in providing opinions, reports, and responses during the learning process. In addition, there are also commissive and expressive speech acts, although there are not as many as the previous two types. The presence of this speech act indicates the existence of social and emotional relationships in learning interactions, for example when teachers make promises, offer help, say thank you, or give praise to students.

Meanwhile, in this study, no declarative speech was found. This is likely because the classroom learning situation does not require language actions that directly change status or circumstances. Overall, these findings show that learning interactions in grades XI-3 of SMA Negeri 5 Mandau are quite dynamic and involve various types of speech actions used by teachers and students during the learning process. The following is a more in-depth presentation of the findings on each type of speech act.

Table 1. Illocution Speech Action Data

Yes	Types of Speech Acts	Code	Subjenis	Amount of Data
1	Assertive	A1	Declare	21
		A2	Propose	3

Yes	Types of Speech Acts	Code	Subjenis	Amount of Data
		A3	Bragging	0
		A4	Complaining	1
		A5	Submit an opinion	5
		A6	Report	7
			Total Assertiveness	37
		D1	Request	12
		D2	Rule	14
2	Directive	D3	Apply	1
		D4	Demanding	1
		D5	Giving advice	3
			Total Directive	31
		K1	Promising	9
3	Commissioners	K2	Offer	4
		K3	Berkaul	1
			Total Commissions	14
		E1	Saying thank you	5
		E2	Congratulations	0
4	Expressive	E3	Apologize	2
		E4	Praise	2
		E5	Condemning	0
			Total Expressive	9
5	Declarative	–	–	0
			Total Data	91

1. Assertive Speech (37 data)

The results of the study show that assertive speech is the type of speech that appears most in learning interactions in the classroom. Of all the data found, there were 37 assertive speeches. The most dominant form is A1 (declaring) with a total of 21 data. This speech is generally delivered by the teacher when explaining the subject matter. For example, "Today's material discusses news texts", "In news texts there are several important parts", or "Scientific papers are usually compiled based on research results". Speech like this is used by teachers to provide information to students so that they understand the material being studied.

When viewed from the learning process, teachers usually start the explanation by conveying the understanding first, then continue with more detailed explanations and examples. This method makes it easier for students to follow the flow of the material described. Through this statement, the teacher acts as the main source of information that helps students understand the concepts being learned.

Category A6 (reporting) found as many as 7 data. This speech was mostly delivered by students when they presented the results of the group discussion. Examples such as "This is the result of our group discussion about the structure of the news text". The speech shows that students not only listen to the teacher's explanation, but also begin to convey the results of their own thoughts in front of the class. This shows the involvement of students in learning activities.

Furthermore, the A5 category (expressing opinions) found 5 data. In this situation, students begin to dare to express their opinions. For example, "I think the news should be conveyed clearly so that it is easy to understand". The use of the word "in my opinion" suggests that students are trying to convey their personal views on the material being discussed. This indicates that students not only receive information, but also begin to think and assess a concept.

Category A2 (proposed) found 3 data. This speech appears when students give ideas or suggestions in learning activities. For example, when a student says, "What if the news example is about activities at school, Mom?" Proposals like this show that students are involved in determining the examples or topics discussed in class.

In addition, category A4 (complaining) only 1 data was found. For example, when a student says, "Time seems so fast, Mom." This speech appears when students feel that the time available to do assignments or discuss is still lacking. The complaint is not a form of rejection of learning activities, but rather an expression of the conditions felt by students during the learning process. Overall, the act of assertive speech in this study shows that teachers provide a lot of explanations and information to students. But on the other hand, students also began to actively submit reports on the results of their own discussions and opinions. This shows that classroom learning is not only one-way, but also involves student participation.

2. Speech Directives (31 data)

The act of directive speech ranks second with a total of 31 data. This speech is usually used by teachers to direct student learning activities in the classroom. The most common form is D2 (rule). For example, "Please open your book", "Try to make a writing outline first", or "Now sit in a circle". This speech is used by teachers to organize learning activities so that they run in an orderly and directed manner. Even though it is in the form of an order, the teacher often uses words such as "please" so that the command sounds more subtle. This method keeps students comfortable when following instructions from the teacher. These commands are usually related to the steps of learning activities, such as reading, discussing, or doing assignments.

Category D1 (requesting) found 12 data. This form is different from commands because its delivery is more demanding. Examples such as "Mom asked you to look for an example of news from the internet". Requests like this provide opportunities for students to participate in learning activities.

Furthermore, the D5 category (giving advice) was found as many as 3 data. This speech is usually related to the attitude of the students during the learning process. Examples such as "When presenting friends, you should listen carefully." This kind of advice shows that teachers are not only teaching the subject matter, but also reminding students of good attitudes in the classroom.

Categories D3 (begging) and D4 (demanding) each found 1 data. The form of pleading appears when the teacher speaks in a more subtle way, such as when asking students to complete an assignment before the end of the lesson. While the demanding form arises when the teacher emphasizes that assignments must be collected on time. In general, the act of directive speech shows that teachers play an important role in regulating the course of learning. Through this speech, learning activities in the classroom can run more orderly and directed.

3. A Letter to the Editor (14 pages)

In this study, 14 data on commissive speech actions were found. Commissive speech is related to statements that show the speaker's commitment to an action that will be carried out in the future. The most commonly found form is K1 (promising) with a total of 9 data. For example, "Tomorrow you will explain the part that you have not understood. Speech like this shows that the teacher is giving students an idea of the upcoming learning activities. It also helps students prepare for the next meeting. The promise made by the teacher also shows that there is a responsibility for the learning activities to be carried out. When the promise is actually carried out at the next meeting, students will feel more confident in the teacher because what was conveyed before is actually done.

The K2 category (offering) was found as many as 4 data. For example, "You can look for references from your mobile phone to help you do your assignments." This speech shows that teachers give students options in seeking information. This way, students can use the technology they have at their disposal to support the learning process.

Meanwhile, the K3 category (swearing) only found 1 data. Examples such as "If the assignment is good, you will stick it on the school mat." This speech is usually used by teachers to motivate students so that they are more enthusiastic in doing assignments. Overall, the act of commissive speech shows that communication in learning is not only about the activities of the moment, but also related to the plan of future activities. The teacher gave an overview of the next activity so that the learning process felt more sustainable.

4. Expressive Speech (9 Data)

The results of the study also found 9 data on expressive speech acts. Expressive speech is related to the expression of

the speaker's feelings or attitudes towards a situation.

The most common form is E1 (say thank you) with a total of 5 data. Examples such as "Thank you for your attention today." This speech is usually delivered by the teacher at the end of the lesson. Through this expression, the teacher shows appreciation to students who have participated in learning activities well.

Category E3 (apologies) was found as many as 2 data. For example, "I'm sorry if your explanation is still unclear." This speech shows that teachers are aware of the possibility of shortcomings in the delivery of material. This apology also makes the classroom atmosphere feel more open because teachers and students respect each other in the learning process.

Furthermore, the E4 category (praise) was also found as many as 2 data. Examples such as "The presentation is great, applaud group one." Praise like this can boost students' enthusiasm for learning and participating in classroom activities. Interestingly, in this study, no forms of E2 (congratulations) or E5 (condemnation) were found. This shows that during the learning process, the teacher does not use harsh words or blame the students directly. Although there are not as many assertive and directive acts, expressive speech still has an important role because it helps create a more comfortable and enjoyable learning atmosphere.

5. Declarative Speech (0 Data)

In this study, no declarative speech was found in the overall data obtained during the learning process. This means that no teacher's speech directly changes the student's status, such as giving a formal punishment, making certain decisions, or stating something formal in class. This shows that during the learning process, teachers do not use language that is decisive or gives decisions directly to students. Teachers use speech more to explain material, direct learning activities, and provide responses to students' answers. In other words, the communication that occurs in the classroom is more focused on the teaching and learning process than on the formal assertion of power or rules. These findings also show that the relationship between teachers and students in grades XI-3 of SMA Negeri 5 Mandau tends to run reasonably and communicatively. Teachers manage the classroom through material explanations, activity directions, and interactions with students, not through statements that are decisive or decision-making.

Overall, the results of the study show that learning interactions in grades XI-3 of SMA Negeri 5 Mandau are dominated by assertive and directive speech actions. Teachers use speech a lot to explain the material and direct student learning activities. Meanwhile, students also began to actively submit reports on the results of their discussions and opinions. In addition, commissive and expressive speech also appeared although the number was smaller. Commissive speech is related to the future learning activity plan, while expressive speech is related to expressions of feelings such as gratitude, praise, and apology. These findings show that communication in the classroom does not only focus on delivering material, but also involves interactions between teachers and students that support the learning process.

DISCUSSION

Indonesian language learning in grades XI-3 of SMA Negeri 5 Mandau shows that the interaction between teachers and students takes place actively and is not only centered on the delivery of material by the teacher. In the learning process, the types of speech that most often appear are assertive and directive speech. The dominance of these two types of speech shows that teachers still have an important role in directing the course of learning, but at the same time students also begin to be involved in the process of discussion and the delivery of opinions. The language used in the classroom not only functions as a tool to convey material, but also as a means of building learning relationships between teachers and students and regulating the course of learning activities in the classroom (Rahardi, 2020).

The many assertive speeches that have emerged show that learning is still mostly filled with explanations, information delivery, and concept affirmation by teachers. This can be seen from various statements by teachers when explaining the material of news texts and scientific papers. Through this statement, the teacher helps students understand the basic concepts that are the foundation for learning the two types of texts. The explanations delivered by the teacher not only provide information, but also help students build a common understanding of the material being studied. This is in line with the opinion of Saddhono and Prasetyo (2021) who stated that teachers' statements in the classroom play a role in building students' thinking frameworks so that they can understand the concept of learning in a more directed way.

In addition, students also began to show active involvement through speeches containing reports on the results of

discussions and the submission of opinions. When students present the results of a group discussion or express their views on a material, they not only repeat the teacher's explanation, but begin to try to understand and reinterpret the material in their own language. This condition shows that learning activities have provided space for students to participate in discussions. This is in line with the findings of Fitriyani (2022) who stated that discussion activities in learning Indonesian can encourage students to be more active in using the language and develop their understanding of the material.

Directive speech also appears quite a lot during the learning process. This speech is usually used by teachers to direct learning activities, such as asking students to open books, discuss, or convey the results of group work. The existence of this directive speech is important to keep learning activities running regularly and in accordance with the plan that has been prepared. Yuliana and Rasyid (2020) explained that the use of directing language is needed in classroom management so that learning activities remain controlled. Interestingly, in this learning the teacher does not convey orders rigidly, but often uses more subtle words such as "please" or "please". This way of delivery makes the classroom atmosphere comfortable even though the teacher remains in control of learning.

In addition to commands, there is also speech in the form of advice from teachers to students. The advice is usually related to students' learning attitudes, discipline, and responsibility in completing assignments. Speech like this shows that the language used in learning not only serves to convey material, but also to shape students' attitudes and character. This is in line with Lestari's (2021) research which states that the advice conveyed by teachers in the classroom can be a means of instilling positive values in students.

Commissive speech is also quite visible in learning interactions. This form of speech is usually in the form of promises, offers of help, or the teacher's willingness to help students understand the material. When teachers convey certain promises or commitments to students, it can foster students' trust in teachers. This trust-based relationship is essential in the learning process. Hidayat and Anwar (2022) explained that consistency between what teachers say and actions taken can affect students' confidence and increase their motivation to learn.

Meanwhile, expressive speech does not appear too much, but it has an important role in creating a positive classroom atmosphere. This form of speech can be seen when the teacher thanks the students who have participated, gives praise for the students' answers, or apologizes when there are mistakes in the delivery of the material. Expressions like these show that there is warmer communication between teachers and students. According to Pranowo (2020), expressive speech can help build closeness between teachers and students so that students feel more comfortable to be involved in learning activities.

What is also interesting is that there is no declarative speech found in this learning. Declarative speech usually deals with statements that directly change a certain status or condition through speech. The absence of this form of speech shows that learning takes place more through the process of dialogue, discussion, and direction of learning activities, rather than through formal or institutional statements. This condition shows that the learning process emphasizes more interaction and cooperation between teachers and students. This is in line with the view of Suryadi (2023) who states that learning in the current era emphasizes a collaborative and dialogical approach rather than an approach that emphasizes too much the authority of teachers.

Overall, the interaction that occurs in learning Indonesian in grades XI-3 of SMA Negeri 5 Mandau shows a balance between the role of teachers as learning directors and student involvement in the learning process. Assertive speech helps explain and clarify the concept of the material, directive speech regulates the course of learning activities, commissive speech builds commitment and trust between teachers and students, while expressive speech helps create a more positive classroom atmosphere. The combination of these various forms of speech shows that the learning process does not only focus on delivering material, but also on creating active and communicative learning interactions between teachers and students.

CONCLUSION

The conclusions and suggestions from this study can be explained simply that the communication pattern between teachers and students in learning Indonesian in class xl 3 of SMA Negeri 5 Mandau has been running quite well and directed. From the results of the study, it can be seen that the type of illusion that teachers most often use is speech (assertive) which is to convey information and provide direction to students. This shows that teachers have an important role in explaining learning materials using illocution speech actions (directives) to direct the course of learning activities in the classroom to remain orderly and focus on learning objectives. However, in the learning process, it is not only seen the material delivery activities. Teachers also use speech that shows commitment several times, such as giving promises

or plans for the next learning activity. In addition, there are also expressive speeches, for example when the teacher gives praise, appreciation, or positive responses to students' answers. This shows that interaction in the classroom is also built through a good relationship between teachers and students so that the learning atmosphere becomes more comfortable. In this study, no declarative speech was found. This shows that teachers use more words (assertive) to explain, direct, and guide students directly rather than using statements that are formal decisions. In other words, the learning process takes place through fairly open communication, where the teacher remains in control of the course of learning but students are also given the opportunity to participate in learning activities

Based on these findings, learning Indonesian is expected to continue to encourage students to be more active in expressing opinions, asking questions, and providing responses to the material studied. Teachers can also use speech more often that provides motivation and appreciation to students so that they feel more confident in participating in learning. In addition, further research can be carried out on different classes or materials to see if the same communication patterns also occur in other learning situations. Thus, research on the use of language in teaching and learning activities can provide a broader picture of how communication in the classroom can support an effective and enjoyable learning process.

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