



Negotiating Meaning and Authority through Speech Acts: A Pragmatic Study of Arabic Classroom Interaction

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Abstract: Arabic, as the medium of instruction, plays a central role in fostering communicative interaction between teachers and students. However, differences in linguistic background and communicative competence often pose challenges to effective message delivery and comprehension. In this context, *tadāwul af'āl al-kalām* (the exchange of speech acts) serves as a crucial communicative strategy for creating meaningful and effective classroom interactions. This study analyses the forms, functions, and meanings of speech acts in Arabic classroom interaction, as well as their role as a pedagogical communication strategy. A qualitative method with a pragmatic discourse analysis approach was employed, using classroom observation, in-depth interviews, and documentation. Data were thematically analysed based on speech act theory (locutionary, illocutionary, and perlocutionary acts) and functional categories (assertive, directive, expressive, commissive, and declarative). The findings indicate that directive speech acts dominate teacher communication, guiding instructions and learning activities, while students predominantly use assertive speech acts to convey understanding and responses. Expressive and commissive speech acts also emerge in affective and collaborative contexts. These results underscore that speech acts are not merely tools for information delivery but adaptive strategies that foster participatory, reflective, and meaningful classroom interaction. The pedagogical use of *af'āl al-kalām* has the potential to strengthen students' communicative competence and enhance the quality of Arabic language learning.

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

INTRODUCTION

Language is the primary instrument of learning as well as the medium of social interaction in the classroom (Usman, Mahmud, Daud, & Dahlan, 2020). In Arabic language instruction, language is not merely a tool for conveying messages it is also a means of shaping meaning, values, and social relations between teachers and students (Eldin, 2015). Every utterance in the classroom carries a communicative intent that influences the interlocutor's response; therefore, the effectiveness of the interaction can be analyzed through speech act theory (Basra & Thoyyibah, 2017). From the perspective of the communicative approach, language learning is fundamentally oriented toward meaningful interaction and the use of language in authentic contexts rather than

the mere mastery of grammatical forms (Kamil, Febriansyah, & Purwasandy, 2025). This approach emphasizes the role of learners as active participants who negotiate meaning through interaction, while teachers function as facilitators who create opportunities for communicative engagement. In this sense, classroom discourse becomes a dynamic space where linguistic forms, communicative functions, and social relationships are simultaneously constructed, making speech acts a crucial analytical lens for understanding how meaning and interaction are co-developed in the process of Arabic language learning (Zaid, Widyanti, Ismail, & Jannah, 2024).

From a pragmatic perspective, speech acts are not merely linguistic forms but social actions that reflect the speaker's intentions and the listener's responses within a particular context (Abass, mohanad Mahidi, Yaroub, &

Dheyab, 2025). J. L. Austin asserts that language not only conveys information (constatives) but also performs actions (performatives), comprising three dimensions the locutionary act (literal meaning), the illocutionary act (the speaker's intention), and the perlocutionary act (the effect on the listener). For example, a teacher's directive "Write this sentence in your notebooks" is, at the locutionary level, an instruction; at the illocutionary level, a guidance; and at the perlocutionary level, it is expected to prompt students to write (Feruz, 2024).

Searle further developed this concept by classifying speech acts into five types assertives, directives, commissives, expressives, and declaratives (Verschueren, 1985). This classification has become a key analytical framework for understanding the functions of language in classroom interaction (Leech, 1980). In practice, teachers predominantly employ directive speech acts to guide learning, while students more often use assertive speech acts to express understanding or seek clarification. Expressive and commissive acts reflect students' emotional engagement and commitment to learning.

Within a communicative learning paradigm, speech acts emphasize pragmatic competence and active student participation (Yulia Yuliani, Zaka Al Farisi, & Supriadi, 2025). Teachers function not only as transmitters of content but also as managers of pedagogic communication through the judicious selection of speech acts (Kamil et al., 2025). Variation in directive, assertive, and expressive acts helps build a participatory learning atmosphere, while students' expressive and commissive acts signal their involvement and responsibility (Qomariyah & Ahya, 2021).

Student participation through speech acts reflects communicative skills in Arabic (Cohen, 2021). In the digital era, speech acts also appear in online spaces for instance, commissives in the form of promises to upload assignments, or expressives in the form of statements of difficulty with learning (IA, 2025).

Research in Indonesia remains largely descriptive and seldom highlights the communicative functions of speech acts (Murtadho, Thohir, Yusuf, & Rif'at, 2025). Mardiasuti found that teachers' directive acts dominate as instruments of control, but did not examine student responses (Mardiasuti, 2011). Karuniawan shows that students frequently use assertive and expressive acts (Karuniawan, 2025). While Mardiningsih reports increased variety of speech acts in project-based learning, though without linking this to learning effectiveness (Mardiningsih, El Sulukiyah, & Santoso, 2023). Overall, local studies still tend to treat speech acts as a linguistic phenomenon rather than a communicative pedagogical strategy.

International research also supports the link between speech acts and foreign-language learning strategies. Al-Khafazi finds that teachers strategically use

directive and expressive acts to organize instruction and build social closeness. Usmani underscores the importance of cross-cultural pragmatic awareness (Al Khafaji, Amirian, Amirousefi, & Sultan, 2024). While Al-Ghazo demonstrates that directive and commissive acts enhance student participation (Alghazo, Zemmour, Al Salem, & Alrashdan, 2021). However, bilingual contexts are rarely examined, and the two-way dynamics of teacher student interaction in Indonesia's bilingual madrasahs remain underexplored.

These gaps indicate the need for studies that analyze speech acts as pedagogic communication strategies in bilingual settings. While previous studies have largely focused on descriptive classifications of speech acts or have overlooked their communicative functions within instructional contexts, particularly in local Arabic language classrooms, limited attention has been given to how these acts operate dynamically in bilingual madrasah environments and in reciprocal teacher-student interactions. Addressing this gap, the present research offers a novel contribution by examining *tadāwul af'āl al-kalām* (the exchange of speech acts) as a two-way pedagogical process in a bilingual madrasah context. Specifically, it analyzes teacher-student interactions at MA Bilingual Krian, focusing on the forms, functions, and roles of speech acts in fostering communicative effectiveness, active participation, and successful Arabic language learning from a pragmatic perspective.

This analysis is expected to make both theoretical and practical contributions to developing curricula grounded in pragmatic and communicative competence. Understanding the forms, functions, and meanings of speech acts enables teachers to design communication strategies that are responsive to learner characteristics, while enriching our view of language as social action in bilingual education.

METHOD

This study employs a qualitative approach with pragmatic discourse analysis to examine the meanings and functions of language in instructional interaction. This approach was chosen to reveal how *tadāwul af'āl al-kalām* (the exchange of speech acts) serves as a communicative strategy between the teacher and students in the Arabic-language classroom. The research is descriptive-analytical in nature, aiming to describe the forms, functions, and meanings of speech acts encompassing the locutionary, illocutionary, and perlocutionary aspects while also examining their strategic role in fostering effective and participatory pedagogical communication.

The study was conducted at MA Bilingual Krian, Sidoarjo, which uses Arabic as the language of instruction. The subjects consisted of one Arabic teacher and eleventh-grade students who actively engaged in interaction. The

site and participants were selected purposively, considering the relevance of bilingual communication practices to the focus of the study.

Primary data comprised the teacher's and students' utterances during instruction, while secondary data included lesson plans (RPP), observation notes, recorded transcripts, and interview results. Data were collected through participant observation, in-depth interviews, and documentation. Observation captured authentic speech acts without researcher intervention; interviews explored communicative intentions, language strategies, and participants' perceptions; and documentation complemented and verified the findings.

Data were analyzed thematically and interactively following the Miles and Huberman (2002) model, through three stages: (1) data reduction, (2) data display, and (3) conclusion drawing and verification. Utterances were categorized according to Austin and Searle's speech act theory, covering the locutionary, illocutionary, and perlocutionary dimensions, as well as five functional categories: assertives, directives, expressives, commissives, and declaratives. The results were interpreted to uncover the pragmatic functions and the strategic role of speech acts in constructing adaptive, collaborative, and meaningful pedagogical communication in a bilingual classroom.

RESULT AND DISCUSSION

Types of Speech Acts in Arabic Language Instruction Teachers' Directive Speech Acts

Directive speech acts are the most dominant form of utterance in Arabic language learning interactions in Grade XI at MA Bilingual Krian. The teacher uses these speech acts to guide students' verbal and nonverbal behavior through instructions, requests, recommendations, and prohibitions. In the context of the Arabic classroom, directive speech acts function not only as instruments of academic control but also as pedagogical strategies to ensure active student participation and the smooth flow of educational communication.

Observations show that the teacher consistently employs directive speech acts to direct students' focus and learning activities. For instance, utterances such as "شَكِّلُوا" "جُمَلَةً بِهَذِهِ الْكَلِمَةِ" ("Form a sentence with this word") or "اَفْرُؤُوا" "النَّصَّ مَرَّةً أُخْرَى" ("Read the text once again") are direct, instructive commands that prompt concrete learning actions and ensure the attainment of linguistic objectives.

Some illustrations of the teacher's use of directive speech acts:

Dialogue 1 - Academic Instruction

(Teacher assigns a sentence-construction task using new vocabulary)

Teacher: شَكِّلُوا جُمَلَةً بِهَذِهِ الْكَلِمَةِ — "All right, form a sentence with this word!"
Student: "الْعِلْمُ نُورٌ" — "Knowledge is light."

In locutionary terms, the teacher's utterance takes the form of a prohibition followed by a corrective directive, contrasting an incorrect form with the correct one. Its illocutionary force goes beyond correction by guiding the student toward phonological and morphological accuracy through immediate modeling, while the perlocutionary effect is seen in the student's prompt repetition, indicating successful uptake. From a meaning negotiation perspective, this interaction shows how meaning is refined through feedback, as the student's initial mispronunciation is re-negotiated and corrected, leading to clearer and more accurate linguistic realization. At the same time, the exchange reflects a negotiation of authority: the teacher's imperative forms (لا تَقُلْ / لا تَقُلْ) signal institutional control, yet this authority is enacted supportively, allowing the student to engage in the repair process. The student's compliance both affirms and reinforces this authority, demonstrating that classroom authority is not only imposed but also collaboratively sustained through interaction.

Dialogue 2 - Prescriptive and Affective Encouragement

(The teacher motivates students to speak Arabic confidently)

Teacher: تَكَلِّمِ بِالْعَرَبِيَّةِ، لَا تَخَفْ

Student: إِنْ شَاءَ اللَّهُ، سَأَحَاوِلُ

This utterance is both directive and motivational. At the locutionary level, it functions as a command prompting the student to speak. Its illocutionary force extends beyond instruction to encourage the student's confidence and willingness to participate, thereby opening a space for meaning negotiation in which the student interprets the task and responds through language production. The perlocutionary effect is reflected in the student's readiness to attempt speaking, indicating not only compliance but also engagement in constructing meaning. This speech act demonstrates how instructional discourse simultaneously regulates classroom behavior and fosters participation. In terms of authority, the teacher's directive indexes institutional control over the interaction; however, this authority is enacted relationally, as it is softened through motivational intent and negotiated through the student's uptake, which affirms and sustains the interactional flow.

The teacher's use of directive speech acts plays a strategic role in Arabic language instruction, as seen in the interactions above. Instructionally and correctively, utterances such as "شَكِّلُوا جُمَلَةً" and "لا تَقُلْ / لا تَقُلْ" guide tasks and refine students' linguistic accuracy, showing how meaning is negotiated through feedback and repair. At the same time, motivational directives like "تَكَلِّمِ بِالْعَرَبِيَّةِ، لَا تَخَفْ" support students' confidence and participation. These exchanges also reflect that authority is dynamically negotiated: while the teacher directs the interaction, students' responses and uptake reinforce and sustain this authority.

Students' Assertive Speech Acts

Assertive speech acts arise as students' responses to the teacher's directives, serving to convey information, answer questions, or affirm their understanding of the material. Through these utterances, students participate verbally in classroom interaction, demonstrating their ability to comprehend the teacher's message while also asserting their position as active participants.

Some examples of students' assertive speech acts include:

Dialogue 1 - Affirming Lexical Meaning

(Teacher asks the meaning of a new vocabulary item in a vocabulary lesson)

Teacher: مَا مَعْنَى "قَرَأَ"؟

Student: مَعْنَاهُ "membaca", ya Bu?

At the locutionary level, the student provides the meaning of *qara'a*, demonstrating an initial grasp of the lexical item within the instructional context. However, the illocutionary force extends beyond merely conveying factual information; it simultaneously functions as a request for validation, indicated by the interrogative tag "ya Bu?". This subtle addition reflects the student's awareness of the tentative status of their answer and signals an appeal for confirmation, showing that meaning is not simply transmitted in a linear manner but actively negotiated within the interaction. The perlocutionary effect emerges when the teacher affirms the response, thereby stabilizing and legitimizing the proposed meaning within the classroom discourse and reinforcing the student's understanding. This interaction illustrates that lexical meaning is co-constructed through dialogic exchange rather than unilaterally delivered by the teacher. In terms of authority, the teacher occupies an epistemic position as the ultimate validator of correctness, yet this authority is enacted relationally and dynamically, it is invoked through the student's need for confirmation and realized through the teacher's approval and feedback. At the same time, students are not passive recipients but active contributors who shape the trajectory of meaning-making. Thus, authority is not only imposed but also negotiated, as students participate in constructing knowledge while simultaneously recognizing and reinforcing the teacher's institutional and pedagogical role within the classroom setting.

Dialogue 2 - Presenting Observational Facts

(The student answers the teacher's question about sentence structure.)

Teacher: أَيْنَ الْفِعْلُ فِي هَذِهِ الْجُمْلَةِ؟

Student: قَامَ هُوَ الْفِعْلُ، لِأَنَّهُ يَدُلُّ عَلَى الْحَرَكَةِ

In locutionary terms, the teacher's utterance functions as an interrogative prompt requesting identification of a grammatical element, while the student's response provides a declarative explanation grounded in grammatical knowledge and contextual awareness. The illocutionary force of the teacher's

question extends beyond merely eliciting information; it also serves to invite the student into a deeper process of meaning negotiation, where the concept of "verb" is not only identified but interpreted and justified through reasoning within a linguistic context. The student's response reflects this negotiation by linking the form (قَامَ) with its semantic function (indicating movement), thereby demonstrating an active construction of meaning rather than simple recall or memorization. Furthermore, this exchange highlights the role of cognitive engagement, as the student must connect prior knowledge with the immediate discourse context. The perlocutionary effect is realized in the teacher's acceptance and affirmation, which not only validates the student's interpretation but also reinforces confidence and encourages further participation. This interaction illustrates how epistemic authority is both exercised and negotiated: the teacher initially holds institutional authority by framing the question and determining the evaluative criteria, but the student momentarily assumes epistemic authority by offering an explanation that is acknowledged as valid and meaningful. In this way, authority within classroom discourse becomes fluid rather than fixed, continuously shifting through interaction. Thus, authority emerges as dynamic and interactional, sustained through cycles of questioning, responding, evaluation, and feedback, while meaning itself is co-constructed through shared engagement, mutual recognition, and ongoing negotiation of linguistic concepts within the learning environment.

Dialogue 3 - Affirming Conceptual Understanding

(The teacher checks students' understanding of the structure of a nominal sentence *jumlah ismiyyah*.)

Teacher: الْجُمْلَةُ "الطَّالِبُ نَشِيطٌ" جُمْلَةٌ فِعْلِيَّةٌ أَمْ إِسْمِيَّةٌ؟

Student: جُمْلَةٌ إِسْمِيَّةٌ، لِأَنَّهَا تَبْدَأُ بِإِسْمٍ

This exchange goes beyond a simple assertive act and reflects an instance of meaning negotiation within classroom discourse. The student's utterance functions locutionarily as a declarative explanation, while its illocutionary force is to justify a linguistic classification based on grammatical reasoning. Importantly, the perlocutionary effect is not only the teacher's appreciation but also the validation of the student's interpretive competence. Here, meaning is negotiated as the student actively interprets the teacher's question, applies prior grammatical knowledge, and articulates a reasoned response that aligns with academic conventions. At the same time, the interaction reveals a subtle negotiation of authority: while the teacher initially holds epistemic authority by posing the evaluative question, this authority is momentarily redistributed as the student demonstrates knowledge and reasoning, thereby gaining discursive legitimacy. The teacher's acceptance of the answer reinforces institutional norms while also acknowledging the student's role as an active meaning-maker, illustrating

that authority in classroom interaction is dynamically co-constructed rather than unilaterally imposed.

Students' assertive speech acts function as a key means of affirming understanding, conveying information, and constructing conceptual explanations in Arabic language instruction. As seen in the dialogues, these utterances go beyond simple responses, serving as sites of meaning negotiation where students interpret and justify linguistic concepts while often seeking validation from the teacher. This process shows that meaning is co-constructed through interaction rather than transmitted unilaterally. At the same time, assertive speech acts reflect a dynamic negotiation of authority: while the teacher maintains institutional authority, students demonstrate epistemic agency by presenting explanations that influence the direction of discourse. The teacher's validation then reinforces this relational authority, indicating that classroom interaction is both dialogic and collaborative. Thus, assertive utterances contribute significantly to developing communicative competence and fostering participatory, meaning-centered learning.

Students' Expressive Speech Acts

The following are several utterance examples that illustrate students' use of expressive speech acts in Arabic language learning:

Dialogue 1 – Expressions of Learning Difficulties

(The teacher asks students about their readiness for a vocabulary test.)

Teacher: هَلْ أَنْتُمْ مُسْتَعِدُّونَ لِلِإِحْتِبَارِ؟

Student: أَنَا أَجِدُ صُعُوبَةً فِي الْحِفْظِ، يَا أَسْتَاذَةَ

From a locutionary perspective, the student explicitly states difficulty in memorization, while the illocutionary force extends beyond expressing a problem to implicitly requesting support and pedagogical adjustment. In this interaction, meaning is negotiated as the student redefines the teacher's initial assumption of readiness by introducing a contrasting stance of unpreparedness, thereby inviting the teacher to reinterpret the instructional situation. The perlocutionary effect is that the teacher becomes aware of this obstacle and is encouraged to adapt their teaching strategy, such as by providing alternative memorization techniques or revisiting the material. At the same time, this exchange reflects the negotiation of authority within classroom discourse: although the teacher initially holds institutional control over the interaction, the student's polite yet assertive response ("يَا أَسْتَاذَةَ") subtly reshapes the direction of the lesson, demonstrating that authority is not merely imposed but dynamically negotiated through student participation and the co-construction of meaning.

Dialogue 2 – Expressions of Satisfaction and Pride

(After successfully answering a question correctly)

Teacher: مَنْ يَعْرِفُ مَعْنَى الْكَلِمَةِ "الْجَيْهَادُ"؟

Student: أَنَا أَعْرِفُ، وَالْحَمْدُ لِلَّهِ أَجَبْتُ صَاحِبًا

From a locutionary perspective, the student's utterance conveys both recognition of understanding and an expression of gratitude, while its illocutionary force extends to signaling satisfaction and self-affirmation of achievement. In this interaction, meaning is negotiated as the student not only answers the teacher's question but also frames the response within a culturally and affectively loaded expression ("الحمد لله"), thereby enriching the semantic value of correctness with personal and social significance. The perlocutionary effect is that the teacher is prompted to provide positive reinforcement and the classroom atmosphere becomes more enthusiastic and supportive, as other students may also feel encouraged to participate more actively. At the same time, this exchange reflects a subtle negotiation of authority: although the teacher maintains evaluative authority by initiating and validating the response, the student's confident and affective expression momentarily redistributes interactional power by asserting competence, displaying confidence, and gaining peer recognition within the learning environment. Thus, authority is collaboratively enacted, and the co-construction of meaning is reinforced through both cognitive accuracy and affective engagement in classroom discourse, ultimately contributing to a more dynamic, interactive, and socially meaningful learning process.

Dialog 3 – Expressions of Apology and Self-Awareness

(Teacher reprimands a student for speaking Indonesian during a conversation practice)

Teacher: لِمَاذَا تَتَكَلَّمُ بِالْإِنْدُونِيسِيَّةِ؟ قُلْ بِالْعَرَبِيَّةِ

Student: آسِفٌ أَسْتَاذَ، نَسِيْتُ الْكَلِمَةَ بِالْعَرَبِيَّةِ

From a locutionary perspective, the student expresses an apology for using Indonesian instead of Arabic. The illocutionary force goes beyond mere regret, functioning as an acknowledgment of a linguistic norm violation and an implicit commitment to adhere to classroom expectations. In this interaction, meaning is negotiated as the student clarifies the reason behind the deviation ("نَسِيْتُ الْكَلِمَةَ"), thereby reframing the teacher's reprimand from a disciplinary issue to a cognitive limitation in vocabulary recall. The perlocutionary effect is that the teacher is likely to respond more supportively, encouraging the student to attempt the expression again in Arabic. This exchange also illustrates the negotiation of authority: while the teacher initially asserts institutional control by enforcing language use norms, the student's apologetic and self-aware response softens the hierarchical tension and repositions the interaction toward collaborative learning. Thus, authority is maintained but simultaneously humanized through the student's agency, and the utterance functions as a reparative expressive act that restores interactional harmony while contributing to the co-construction of meaning and pragmatic awareness in the classroom.

Based on the three dialogues, it can be concluded that students' expressive speech acts perform three interrelated functions within classroom discourse. First, they serve an affective function, as seen in the expression of learning difficulties, satisfaction, and apology, which reveal students' emotional engagement and personal stance toward the learning process. Second, they fulfill a motivational function, where expressions of pride and commitment contribute to building confidence and encouraging active participation, thereby reinforcing positive learning behaviors. Third, they operate as a reparative function, particularly in moments of error or norm violation, where students use apology and self-awareness to restore interactional harmony and maintain cooperative communication. Importantly, across these interactions, meaning is not transmitted unilaterally but co-constructed through students' responses that reinterpret, elaborate, or reframe the teacher's utterances, while authority is dynamically negotiated as students' expressive acts influence the direction, tone, and pedagogical focus of the interaction. Overall, these findings demonstrate that learning Arabic is not merely a cognitive activity but also an emotional and social process, in which students' verbal expressions function as crucial indicators for teachers to assess classroom dynamics and to adapt their communicative strategies in fostering an empathetic, supportive, and participatory learning environment.

Students' Commissive Speech Acts

Students' commissive speech acts appear in the form of promises, determination, or commitments expressed in response to the teacher's directions, reflecting their willingness to engage more seriously in the learning process. This type of utterance signifies students' self-awareness of their learning responsibilities, both inside and outside the classroom, as well as their understanding of the expectations placed upon them. Through commissive speech acts, students are not merely recipients of instruction; they also demonstrate a readiness to act as active learners who intend to improve or enhance their academic performance, showing initiative, responsibility, and a forward-looking attitude toward their educational development.

The following are several samples of utterances that illustrate the use of students' commissive speech acts in the classroom:

Dialogue 1 - A Promise to Review in the Dormitory

(The teacher emphasizes the importance of reviewing lessons in the dormitory)

Teacher: لا تَنْسُوا مَرَاجِعَةَ الدَّرْسِ بَعْدَ الْعُودَةِ إِلَى الْبَيْتِ

Student: سَأُرَاجِعُ الدَّرْسَ غَدًا إِنْ شَاءَ اللَّهُ

On the locutionary level, the student makes a literal promise to review the lesson the next day as a clear and explicit statement of intent to engage with the material again. The illocutionary force behind this utterance

conveys not only a commitment to study but also reflects a developing sense of personal responsibility and accountability for mastering previously taught content, indicating that the student is beginning to internalize the expectations of the learning process. Furthermore, it implicitly signals the student's awareness of the importance of consistency, discipline, and sustained effort in achieving meaningful understanding. The perlocutionary effect is evident when the teacher responds with appreciation and encouragement, which not only reinforces the student's positive behavior but also creates a supportive classroom atmosphere that may motivate other students to adopt similar proactive attitudes toward their own learning. Overall, this speech act illustrates the student's growing metacognitive awareness, demonstrating an understanding that successful learning extends beyond the classroom setting and requires continuous self-directed study, regular practice, and thoughtful reflection outside formal instructional time.

Dialogue 2 - Commitment to Correcting a Mistake

(After the teacher points out an error in writing Arabic letters)

Teacher: انتبه! كَتَبْتَ الْكَلِمَةَ خَاطِئَةً، هَذِهِ "سَيَارَةٌ" لَيْسَ سَيَارَةٌ

Student: أَفْهَمْتُ، سَأَصَحِّحُهَا بَعْدَ الْحِصَّةِ

From a locutionary perspective, the student's utterance expresses a clear intention to correct the mistake, while its illocutionary force functions as a commissive act that signals a commitment to future action. In this interaction, meaning is negotiated as the teacher's corrective feedback ("سَيَارَةٌ" bukan "سَيَارَةٌ") is not only received but actively interpreted and reformulated by the student into a concrete plan for improvement. The perlocutionary effect is that the teacher gains assurance that the correction has been understood and will be acted upon. At the same time, this exchange reflects the negotiation of authority: although the teacher asserts epistemic authority by identifying and correcting the error, the student's response demonstrates agency by accepting, internalizing, and extending that authority into self-regulated action. Thus, authority is not merely imposed but co-constructed, as the student's commitment reinforces the teacher's evaluative role while also signaling emerging learner autonomy within the classroom interaction.

Dialogue 3 - Commitment to Speaking Arabic

(The teacher encourages students to use Arabic in everyday classroom interactions.)

Teacher: حَاوِلُوا أَنْ تَتَكَلَّمُوا بِالْعَرَبِيَّةِ فِي كُلِّ يَوْمٍ

Student: نَعَمْ أَسْتَاذَ، سَأَحَاوِلُ أَنْ أَتَكَلَّمَ بِهَا مَعَ أَصْدِقَائِي

From a locutionary perspective, the student expresses a commitment to practicing Arabic in daily interactions. The illocutionary force goes beyond a simple statement of willingness, functioning as a commissive act that aligns the student with the teacher's pedagogical goal

of increasing language use. In this exchange, meaning is negotiated as the teacher's directive is taken up, interpreted, and rearticulated by the student into a concrete personal action ("مَعِ أَصْدِقَائِي"), thereby transforming a general instruction into an individualized commitment. The perlocutionary effect includes the teacher's positive reinforcement and the student's increased motivation to apply the language beyond the classroom. At the same time, this interaction reflects the negotiation of authority: while the teacher initiates the discourse with institutional authority through encouragement, the student's voluntary uptake and elaboration of the task demonstrate agency, indicating that authority is collaboratively sustained rather than unilaterally imposed, as students actively participate in shaping the direction and meaning of classroom practices.

Based on these three examples, it can be concluded that students' commissive speech acts serve three interconnected functions within the negotiation of meaning and authority in classroom interaction: (1) a responsibility-for-learning function, as seen in the student's promise to review the lesson independently, reflecting awareness that learning extends beyond the classroom; (2) a self-improvement function, evident in the commitment to correct linguistic errors, where students actively interpret teacher feedback and transform it into concrete plans for improvement; and (3) a motivational and participatory function, demonstrated in the willingness to use Arabic in daily communication, which indicates not only enthusiasm but also the internalization of instructional goals. Across these interactions, meaning is co-constructed through students' uptake and reformulation of teacher directives, while authority is dynamically negotiated, as students do not merely comply with teacher control but actively reinforce, reinterpret, and extend it through self-regulated and agentic learning practices.

Overall, commissive speech acts demonstrate that Arabic language learning at MA Bilingual Krian extends beyond immediate instruction-response patterns to foster reflective attitudes and sustained commitment to the learning process. Through these acts, meaning is negotiated as students actively interpret and transform teacher directives into personal commitments, while authority is simultaneously reconfigured from a solely teacher-centered control into a more dialogic and participatory dynamic. The emergence of commissive speech acts complements previously dominant patterns of teachers' directive and students' assertive speech acts, indicating a shift toward more collaborative classroom interaction. In this evolving discourse, teachers function not only as authority figures but also as facilitators of meaning-making, whereas students emerge as agentic participants who assume responsibility for their own

learning and contribute to shaping the direction and purpose of classroom communication.

Based on the findings, Arabic language learning interactions in the classroom are not merely the delivery of material but a social process that shapes students' thinking patterns, attitudes, and learning engagement. An analysis of speech acts reveals a close relationship between language, action, and learning effects (Kasper, 2006).

Referring to the speech act theory proposed by Austin⁽¹⁹⁶²⁾ and developed by (Searle, 1969), every utterance has three dimensions: the locutionary (literal meaning), the illocutionary (intended function), and the perlocutionary (effect on the listener). In classroom practice, these three dimensions are clearly visible in teacher-student communication.

Teachers' directive speech acts such as "شَكِّلُوا جُمْلَةً" ("compose a sentence using this word") dominate classroom interactions and play a central role in guiding student behavior. Locutionarily, the utterance functions as a command; illocutionarily, it serves to direct and structure learning activities; and perlocutionarily, it encourages students to focus their attention, engage actively, write responses, and comply with instructional goals. In this way, directive speech acts not only facilitate task completion but also help establish discipline and clarity within the classroom environment. This underscores the role of directives as an essential regulatory tool to maintain classroom order, support instructional effectiveness, and manage the overall learning process (Azhari, Priono, & Nuriadi, 2018).

By contrast, students' assertive speech acts arise in responses that convey information or confirm understanding, for example, "مَعْنَاهُ 'مَبْرَأَةٌ' يَا، بُو" ("It means 'to read,' right, Ma'am?"). Such utterances demonstrate students' cognitive engagement, where the illocutionary force is to assert understanding while simultaneously seeking confirmation from the teacher, and the expected perlocutionary effect is reinforcement, clarification, or validation of the response. In this way, students are not merely passive recipients of instruction but actively process and negotiate meaning through language use. This function affirms language as a medium of thought, reflecting how learners internalize and articulate knowledge, and it also indicates a shift toward more interactive classroom dynamics in which participation contributes to the gradual formation of two-way communication between teacher and students (Saleh, 2019).

Expressive speech acts such as "أَنَا أَجِدُ صَعُوبَةً فِي الْحَفْظِ" ("I find it difficult to memorize") emphasize the affective dimension by revealing students' emotional and psychological conditions during the learning process. These utterances signal students' psychological states, enabling teachers to adjust instructional strategies, create

a more supportive learning environment, and provide appropriate motivational reinforcement (Chakim & Dibdyaningsih, 2019). Psychologically, such expressions fall within Bloom's affective domain (1964), which includes aspects such as receiving, responding, valuing, and internalizing attitudes, and they play an important role in enhancing students' intrinsic motivation as well as fostering a deeper emotional engagement with the learning material.

Commissive speech acts, for instance "سأراجع الدرس غداً إن شاء الله" ("I will review the lesson tomorrow, God willing"), mark learning awareness and personal responsibility. The illocution expresses a commitment to engage in learning beyond the classroom, while the perlocution shows the student's seriousness, which elicits teacher reinforcement. This phenomenon reflects students' readiness to move toward learner autonomy; in line with Vygotsky's Zone of Proximal Development, commissive acts indicate readiness to progress toward independence with social support from the teacher (Hamid, Murtadho, Firdaus, & Masturi, 2024). Furthermore, such utterances not only function as linguistic expressions of intent but also as indicators of internal motivation and self-regulated learning, where students begin to take ownership of their educational process and actively construct meaning through both individual effort and guided interaction within their sociocultural learning environment (Hamid, Murtadho, Firdaus, & Masturi, 2024).

Overall, speech act patterns constitute a system of instructional communication that reflects both the structure and dynamics of classroom interaction. The dominance of directives points to a teacher-centered character, where the teacher maintains control over the flow of learning; however, the presence of students' assertive, expressive, and commissive acts signals a gradual shift toward more participatory and dialogic interaction. This indicates that students are beginning to engage more actively, contributing ideas, expressing opinions, and even committing to actions within the learning process, thereby positioning themselves not merely as passive recipients of instruction but as emerging active agents in constructing knowledge and meaning.

Thus, speech acts are not merely linguistic activities but pedagogical mechanisms that shape the social, cognitive, and emotional relations between teachers and students. Every utterance whether an instruction, a confirmation, an expression of feeling, or a learning commitment has educational value. Speech act analysis is key to understanding how teacher-student communication enhances the effectiveness and humanization of Arabic language learning in bilingual settings.

CONCLUSION

The research findings affirm that speech acts are the primary components shaping the dynamics of communication in Arabic language learning. Teachers dominate through directive speech acts that steer the course of classroom activities, while students respond with assertive speech acts that indicate understanding and cognitive participation. The presence of expressive speech acts reveals students' emotional dimensions, whereas commissive speech acts reflect their commitment and responsibility toward learning beyond the classroom.

Overall, classroom interaction shows that language is not merely a vehicle for delivering content, but also a means of building social relationships and fostering learning awareness. The dominance of directives marks instruction that remains teacher-centered; however, the emergence of other student speech acts signals a shift toward more balanced and participatory interaction.

These findings underscore the importance of teachers' strategic use of speech acts not only to give instructions, but also to motivate, confirm understanding, and build students' confidence. Strengthening assertive, expressive, and commissive speech acts can create a communicative and reflective classroom climate, making Arabic language teaching an interactive process that emphasizes language mastery alongside the cultivation of students' attitudes, motivation, and learning autonomy.

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