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Illocutial Speech Acts and Strategies in Activities Indonesian Language Learning for Students Class XI of Gajah Mada Private Senior High School Medan

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Abstract: The purpose of this study is 1) to explain the variations of illocutionary speech acts used by teachers and students in class discussions to achieve communicative goals, 2) to explain the speaking strategies used to facilitate active student participation. This type of research is qualitative research with descriptive methods. The data from this study are sentences in the form of illocutionary speech acts and speech act strategies of class XI students of Gajah Mada Private High School Medan in class discussions. Based on the results of the study, 167 data findings were found based on several forms of illocutionary speech acts, namely: 1) Directive Illocutionary, 117 data findings; 2) Expressive Illocutionary, 35 data findings; 3) Assertive Illocutionary, 28 data findings; 4) Commissive Illocutionary, 17 data findings; 5) Declarative Illocutionary, and 14 data findings. Based on the findings of the data, it can be concluded that the most dominant illocutionary speech act that appears in the Indonesian language learning activities of class XI of Gajah Mada Private Senior High School is the directive illocutionary speech act, and the least that appears is the declaration illocutionary speech act. The speech strategies found in the study include the strategy of speaking frankly without small talk with findings totaling 79 utterances, the strategy of speaking frankly with small talk and positive politeness with findings totaling 423 utterances, the strategy of speaking frankly with negative politeness with findings totaling 145 utterances, and the strategy of speaking vaguely with findings totaling 46 utterances.

Keywords: Class discussions; Illocutionary speech acts; Speaking strategies

Introduction

Through language, humans can convey their thoughts, ideas, concepts, and feelings. Yunita et al. (2021) state that the essence of human life is to learn and communicate with others. Syarifudin et al. (2024) adds that the human learning process continues from conception until death. Learning occurs in the womb when the mother speaks to her fetus, and this has been shown to sharpen the baby's cognitive abilities. Language is a means of communication that language is very important in human life. Through language, humans can convey their thoughts, ideas, concepts, and feelings. Yunita et al. (2021) stated that the essence of human life is to learn and communicate with others. Suyono (2020) added that the human learning process continues from conception until the end of life. Learning occurs during pregnancy when the mother speaks to her fetus, and this has been shown to enhance the infant's cognitive abilities.

Even into adulthood, communication remains a fundamental aspect of the learning process, particularly in education. Complex and in-depth communication is key to developing students' knowledge and skills (Fitriani et al., 2021). In the context of higher education, teaching and learning activities are no longer limited to

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a one-way model from teacher to student, but have evolved into a more dynamic and interactive learning process. Examples of communication that are crucial in the classroom learning process are discussions between teachers and students and between students.

Discussions between students provide a highly potential platform for the exchange of ideas, the development of critical thinking, and a deeper understanding of learning materials (Lukitasari et al., 2021). The discussion process involves various forms of speech acts, including illocutionary acts. Ferranda (2021) states that illocutionary acts are actions taken when saying something, such as asking a question, giving a command, making a promise, apologizing, and so on.

Understanding illocutionary acts is important for analyzing how teachers and students achieve their communicative goals in classroom discussions. There are significant differences between the illocutionary acts used by teachers and students in classroom discussions. These differences can be caused by various factors such as differences in role, status, knowledge, and experience between teachers and students (Dwijayanti, 2021). Teachers, as facilitators and sources of knowledge, tend to use different illocutionary acts than students, who play the role of active learners. For example, teachers may more often use directive illocutionary acts to give instructions or ask students to do something, while students may more often use assertive illocutionary acts to express opinions or provide information. These differences can affect the dynamics of classroom discussions and how teachers and students achieve their communicative goals (Zafiera et al., 2024).

The above statement is supported by the results of research conducted by Tiara et al. (2023) which found that in academic activities, the most dominant forms of teacher speech acts are assertive, emphasizing, concluding, and making suggestions. Students themselves tend to use assertive speech acts, such as making statements and reports. Furthermore, the dominant forms of directive speech acts are advice and suggestions. Speech acts such as requests and commands tend to be used equally by both teachers and students, depending on the context.

Apart from speech acts, another important aspect in academic communication is speaking strategy. Speaking strategies refer to the methods chosen by speakers to convey their meaning by considering various factors such as knowledge between the speaker and speaker, social position, and the relationship between them (Brown et al., 1987; Ibrahim, 2021; Zuve, 2019).

In group discussions between teachers and students and between students, choosing the right speaking strategy is also important to maintain harmonious discussions, avoid conflicts, encourage the exchange of ideas, facilitate active student participation, and create a conducive learning environment (Oktavia et al., 2022).

Teachers, as discussion leaders, need to employ speaking strategies that encourage students to actively participate in the discussion. This can include using open-ended questions, providing positive feedback, and creating a supportive atmosphere for sharing opinions. Students also need to develop effective speaking strategies to convey their ideas clearly and confidently, as well as to respond to feedback other people's opinions constructively.

It is important for students to choose and use speech acts and strategies that are appropriate to the context. When discussing, the recommended speech strategies are straightforward speech, positive politeness, and negative politeness, while silent speech strategies should be avoided. Silent speech strategies indicate a mode of verbal expression characterized by the inclusion of subjective ideas or emotions that may not be openly articulated in spoken language, but still influence the way individuals interact and speak (Esdar et al., 2024). Opinions expressed in an indirect manner can lead to misunderstandings and a passive discussion because only the presenter dominates (Putri et al., 2023).

Effective classroom discussions play a role in developing students' critical thinking skills, but if the teacher's speech acts do not encourage students to think more deeply or actively participate, the discussion can lose its purpose. For example, excessive use of declarative speech acts, such as absolute statements by the teacher, can make students feel that they no longer need to express their opinions. This phenomenon indicates an urgent need to better understand how illocutionary speech acts and speech strategies influence classroom interactions to create a more inclusive and participatory learning environment. This research is crucial to identify more effective speech acts and speech strategies that can improve the quality of discussions and learning.

Method

This type of research is qualitative research with descriptive methods. The data from this study are sentences in the form of illocutionary speech acts and speech act strategies of students and teachers at Gajah Mada High School, Medan. The data source for this study is all student and teacher utterances in class discussions. The research instrument is the researcher herself or human instrument. The techniques used by the researcher in data collection are recording and note-taking. The data validation techniques for this study are data triangulation and technical triangulation. The data analysis techniques used in this study are based on Miles

and Huberman, namely data reduction, data display, and conclusion drawing.

Result and Discussion

Analysis of Differences in Students' and Teachers' Illocutionary Speech Acts in Discussion Activities

The differences in the forms of illocutionary speech acts used by students and teachers in discussions are found in assertive statements, assertive acknowledgements, assertive reports, directive guidance, and expressive thanks. Students are more likely to use assertive speech acts related to conveying information, acknowledging experiences, and reporting facts, while teachers are more dominant in using directive, expressive, commissive, and declarative speech acts that reflect their role as guides and director in learning.

This research aligns with Austin's speech act theory and its forms developed by Searle. Ferranda (2021) distinguishes three types of speech acts: locutionary, illocutionary, and perlocutionary. Of these three types, the researcher focused only on illocutionary acts, which emphasize an action carried out by saying something with a specific purpose. Over time, Searle, Austin's student, developed this speech act theory and divided it into several types: assertive, directive, expressive, commissive, and declarative (Fatmawati et al., 2024).

Assertive Speech Acts of Indonesian Language and Literature Students and Teachers in the First Discussion Activity will discuss assertive illocutionary speech acts. Peacocke et al. (1986) defines assertive illocutionary speech acts as a form of discourse when the speaker is committed to the truth value of the statement made such as stating, demanding, admitting, report, mention, or testify.

In this study, stating, admitting, reporting, and testifying were chosen to narrow down the assertive forms in discussion activities. Based on the data that has been collected, this assertive illocutionary speech act appeared in 443 utterances with the specification of four forms of assertive speech acts, namely (1) assertive speech acts stating totaling 417 utterances, (2) assertive speech acts admitting totaling 3 utterances, (3) assertive speech acts reporting totaling 20 utterances, (4) assertive speech acts testifying totaling 3 utterances.

Assertive Speech Acts state one example of an assertive utterance stating that when we are a validator or someone who validates and tests exam scripts, we must also assure ourselves whether the questions we have created through the processes mentioned above are truly ready to be distributed to our students or not. The purpose of this utterance is to provide an understanding to the interlocutor regarding the importance of the validation and testing process in compiling exam questions.

In addition, this speech aims to increase the awareness of the conversation partner to be more careful in compiling questions, ensuring accuracy, and guaranteeing that the questions created are in accordance with the required standards.

Assertive Speech Act of Acknowledging

One example of an assertive utterance is stating that, in fact, it's very rare to see question cards that are truly authentic like this. The purpose of this utterance is to acknowledge the rarity of question cards that are truly authentic or meet standards. Furthermore, this utterance also serves to provide the interlocutor with an understanding that in practice, finding ideal question cards is not easy, so it can serve as a reflection for interlocutors involved in the preparation and validation of questions.

Assertive Speech Act of Reporting

The assertive speech report is but regarding Zahroh's answer earlier, the first one said that if the exam is from a test or standardized test, the questions are tested first, after that the appropriate ones are used, but the inappropriate ones are not used. The purpose of this speech is to report back the explanation or information that has been given by Zahroh and serves to strengthen the argument or emphasize a principle that applies in the preparation of exam questions. The speaker tries to convey clearly what has been said previously to avoid confusion or to ensure understanding in the discussion.

Assertive Speech Acts of Testifying

The assertive utterance testifies to "so, therefore, this is our perspective in the East, which is probably why you also see your experiences at school that way." The purpose of this utterance is to express the speaker's belief about the relationship between culture and educational experience, while also providing the hearer with an understanding of how perspective can influence how one understands education. By testifying based on their experience or beliefs, the speaker attempts to provide the hearer with a broader perspective on the topic being discussed.

Directive Speech Acts of Indonesian Language and Literature Students and Teachers in Discussion Activities

Searle (1986) defines a dissertive illocutionary speech act as a type of speech that aims to encourage the speech partner to carry out certain actions as described in the speech including forcing, inviting, requesting, ordering, challenging, urging, advising, or guiding. In this study, requesting, challenging, advising, and

guiding were chosen to narrow the range of directive forms in discussion activities. Based on the data that has been collected, this directive illocutionary speech act appeared in 110 utterances with the specifications of four forms of directive speech acts, namely (1) requesting directive speech acts totaling 56 utterances, (2) challenging directive speech acts totaling 0 utterances, (3) advising directive speech acts totaling 33 utterances, (4) guiding directive speech acts totaling 21 utterances.

Directive Speech Act of Requesting

The directive requesting speech act initiates the activity by requesting a presentation from each member of the third group. The purpose of this speech act is to direct or encourage the third group members to carry out the presentation as planned. This speech act is clearly a directive requesting speech act because it aims to get the speech partner (the third group member) to carry out a specific action.

Challenging Directive Speech Act

Challenging is a speech act that encourages the interlocutor to prove something or do something in response to a particular statement or situation. Based on the research results, no challenging directive utterances were found in discussions between students and Indonesian language teachers.

Directive Speech Act of Advising

The directive advising speech is to have character, a figure who can be a role model as a teacher. The purpose of this speech is to provide advice or suggestions so that the student as the speech partner (in this case, a prospective teacher) has good character and can be a role model for others, especially in their role as teachers. The speaker hopes that the speech partner understands the importance of having personal qualities that can be exemplified by others, as well as demonstrating positive character traits that are in line with the demands of the profession as an educator.

Directive Speech Acts Guiding

A directive speech act is used to guide students in answering questions posed by the teacher. We must truly listen to ensure our answers align with the teacher's questions. The purpose of this speech act is to direct and guide students to understand how to answer questions correctly, namely by listening carefully to the question before answering.

Expressive Speech Acts of Indonesian Language Students and Teachers in Discussion Activities

Searle (1986) defines expressive illocutionary speech acts as a type of speech that refers to verbal expressions intended to provide an assessment or judgment regarding the content of the discourse, which includes actions such as thanking, criticizing, complaining, blaming, congratulating, and praising. Based on the data that has been collected, this expressive illocutionary speech act appeared in 68 utterances with the specifications of four forms of expressive speech acts, namely (1) expressive speech acts of thanking totaling 63 utterances, (2) expressive speech acts of criticizing totaling 3 utterances, (3) expressive speech acts of congratulating totaling 1 utterance, (4) expressive speech acts of praising totaling 1 utterance.

Expressive Speech Acts of Gratitude

The expressive utterance of gratitude is "thank you for today's participation; there were a lot of participants, 13 people." The purpose of this utterance is to convey the speaker's gratitude to the participants who actively participated in the activity. By expressing gratitude and acknowledging the number of participants, the speaker seeks to appreciate the contributions of others, encourage active participation, and strengthen positive relationships among participants.

Expressive Speech Acts of Criticism

An expressive utterance of criticism is definitely an error, and that's wrong. The purpose of this utterance is to criticize or correct an action or choice deemed erroneous. The speaker wants to guide the interlocutor to realize that the choice to provide tutoring in a weak area is actually ineffective. This criticism aims to guide or direct the interlocutor so that they can take more appropriate steps or actions that meet their needs.

Expressive Speech Acts of Congratulating

An expressive congratulatory utterance is "First, I congratulate you and apologize for forcing you to act like we normally do today." The purpose of this utterance is to congratulate you for conducting the discussion so well, followed by an apology for any conditions or actions that may have been inappropriate or not entirely ideal at the time. This demonstrates an interaction that acknowledges and respects the participants while maintaining good relations in a more formal context.

Expressive Speech Acts of Praising

An expressive utterance of praise is "The question is very good, because it's a real-life question." The purpose of this utterance is to express appreciation for the quality of the question posed during the discussion activity because it is relevant to the situation in the field. By praising the question, the speaker provides encouragement and motivation to the person asking the question.

Commissive Speech Acts of Indonesian Language Students and Teachers in Discussion Activities

Searle (1986) defines commissive illocutionary speech acts as a type of speech that involves verbal actions and requires the speaker to fulfill the commitments or promises made, including actions such as promising, offering, swearing, or expressing intentions. Based on the data that has been collected, this commissive illocutionary speech act appeared in 13 utterances with the specifications of four forms of commissive speech acts, namely (1) the commissive speech act of promising totaling 1 utterance, (2) the commissive speech act of offering totaling 3 utterances, (3) the commissive speech act of swearing totaling 0 utterances, (4) the commissive speech act of expressing intentions totaling 9 utterances.

Commisive Speech Act of Promising

The commissive promise is "Just be patient, I'll show you how to do it later." The purpose of this utterance is to assure the interlocutor that the solution or information needed will be provided at a later date. By making this promise, the speaker seeks to build trust and calm the situation so that the interlocutor doesn't feel burdened by the lack of information at that time.

Commissive Speech Act of Offering

The commissive offering utterance states that others are welcome to help if they are willing. Communicative purpose: The purpose of this utterance is to encourage active participation by offering other students the opportunity to help, whether by answering questions, providing opinions, or supporting their peers' arguments. This strategy also creates a more open, interactive, and collaborative learning environment.

Swearing Commissive Speech Act

This utterance expresses a strong and formal commitment, often accompanied by moral, legal, or religious consequences. Based on the research results, no commissive swearing utterances were found in discussions between students and Indonesian language teachers.

Commissive Speech Acts Express Intention

The commissive utterance expressing intention is "I will answer Salsabila Basir's question by asking, 'Why do students who pass the Minimum Competency Minimum Competency (KKM) receive enrichment programs, and what are some examples?'" The communicative purpose of this utterance is to express an intention to respond to the question posed and direct the discussion in a more in-depth direction. By stating their intention, the speaker signals to their interlocutor that they will provide an answer.

Declarative Speech Acts of Indonesian Language and Language Students and Teachers in Discussion Activities

Searle (1986) defines declarative illocutionary speech acts as a form of verbal communication when the speaker tries to realize a new state through actions such as deciding, revoking, prohibiting, giving, giving up, refusing, resigning, naming, imposing punishment, and many more. In this study, deciding, prohibiting, refusing, and naming were chosen to narrow the range of declarative forms in discussion activities. Based on the data that has been collected, this declarative illocutionary speech act appeared in 15 utterances with the specifications of four forms of declarative speech acts, namely (1) the declarative speech act of deciding totaling 3 utterances, (2) the declarative speech act of prohibiting 1 utterance, (3) the declarative speech act of refusing totaling 0 utterances, (4) the declarative speech act of naming totaling 11 utterances.

Declarative Speech Act of Deciding

The declarative speech act of deciding is for the first speaker, Uswatun Hasanah, to present on the evaluation plan. The purpose of this speech act is to establish a decision regarding who will speak first at an event or discussion. Furthermore, this speech act also serves to regulate the flow of communication, making it more structured and organized within the forum.

Declarative Speech Act of Prohibiting

A declarative prohibition is then how to avoid, the word "except" is not allowed, avoid all excepts. The purpose of this utterance is to prohibit the use of the word "except" in the context of making to avoid misunderstandings or confusion for students when working on it. By establishing this prohibition, the speaker wants to ensure that the interlocutor follows the established rules in compiling the material or questions to make it clearer and less confusing.

Declarative Speech Act of Refusing

This utterance expresses disagreement or disapproval of a request, offer, or invitation. Based on the research results, no directive refusal utterances were found in discussions between students and Indonesian language teachers.

Declarative Speech Act of Naming

A declarative utterance naming is, "So, someone who makes a mistake is given additional tasks, that's called educative." The purpose of this utterance is to provide the hearer with a conceptual understanding that giving additional tasks to someone who makes a mistake is part of the educational process. By calling the action "educative," the speaker wants to ensure that the hearer understands that it is not simply punishment, but a

learning strategy aimed at increasing understanding and improving the mistakes that have been made.

Illocutionary Speech Act Patterns of Indonesian Language Students and Teachers in Discussion Activities

The interactions between students and teachers during the discussions demonstrated a variety of illocutionary speech acts. Students tended to use assertive speech acts such as stating, acknowledging, and reporting. They expressed theoretical understanding to clarify the material, acknowledged limitations as a form of openness, and reported information to strengthen their arguments. This pattern reflects students' focus on conveying understanding and active engagement in academic discussions.

Meanwhile, teachers tend to use a wider variety of speech acts, including assertives (testifying), directives (requesting, advising, criticizing), expressives (praising, congratulating), commissives (promising, offering), and declaratives (deciding, prohibiting, naming). Through these utterances, teachers play the role of facilitator, guide, and academic authority in discussions. The speech acts used

Teachers not only aim to guide students' understanding, but also to build a positive and interactive discussion environment.

Indonesian Language Students and Teachers' Speaking Strategies in Discussion Activities

A speaking strategy is a way or method used by a speaker to achieve a communicative goal in verbal interaction. Brown and Levinson in Zuve (2019) state that a speaking strategy refers to a specific approach or method used by a speaker to communicate effectively by considering various factors such as context, interlocutor, and the purpose of the speech. A speaking strategy involves the selection of deliberate techniques and tactics for conveying ideas clearly and persuasively, adapting to the specific circumstances and requirements of the speaking situation.

The speaking strategies used by Indonesian students and teachers in the discussion were speaking frankly without small talk, speaking frankly with positive politeness small talk, speaking frankly with negative politeness small talk, and speaking vaguely.

Based on the data that has been collected, it was found that the strategy of speaking without formalities appeared in 68 utterances, the strategy of speaking frankly with positive politeness with findings totaling 412 utterances, the strategy of speaking frankly with negative politeness with findings totaling 134 utterances, and the strategy of speaking vaguely with findings totaling 35 utterances.

The most frequently used speaking strategy by teachers to facilitate active student participation is "Speaking Frankly with Positive Politeness." This strategy creates a more open and friendly discussion atmosphere, so students feel comfortable expressing their opinions.

Straightforward Speaking

The strategy of direct speech, which conveys opinions or questions directly and without using metaphors, allusions, or small talk, is very helpful during ongoing discussions because it is more efficient and saves time (Husna et al., 2020). One example of this speech strategy is thanking the moderator. The context of the speech is to express gratitude to the moderator for the opportunity to present the material.

This utterance falls into the strategy of direct speech because the speaker expresses gratitude to the interlocutor. This aligns with research conducted by Putri et al. (2023), who stated that one of the subcategories of direct speech is expressing gratitude. Other subcategories include apologies, blame, praise, and direct criticism.

Using Small Talk with Positive Politeness

The strategy of speaking frankly with positive politeness combines clarity in expressing opinions with an effort to protect the feelings of the interlocutor. In other words, we express our opinions directly but still use polite and respectful expressions (Minto et al., 2022). One example of this speaking strategy is, "Well, as Vivin explained earlier, before creating an evaluation tool or assessment measurement tool, some people add guidelines." The context of this speech is responding to or confirming information previously presented by a speaker.

This utterance falls under the positive politeness small talk strategy because the speaker uses names or titles directly to show respect. This aligns with research conducted by Rahmadhani et al. (2026), who stated that one of the subcategories of positive politeness small talk is the use of names and titles. Other subcategories include paying attention to interests and needs, positive affirmations, friendly requests, using more polite language, offering assistance, and maintaining a positive tone of voice.

Negative Politeness Small Talk

The strategy of speaking frankly without negative politeness is a way of expressing opinions clearly and directly without offending or demeaning others. This involves expressing opinions directly while maintaining a positive discussion atmosphere (Murtadlo et al., 2025). One example of this speaking strategy is my question: if a question is too difficult or too easy, what is the appropriate step for the validators to take in revising the text? The context of the speech is that one of the

discussion participants wants to ask the teacher or presenter a question.

This utterance falls into the negative politeness strategy of speaking because the speaker requests something directly but adds phrases that show respect or reduce the burden on the interlocutor. This is in line with research conducted by Ramadhaniati et al. (2024), which states that one of the subcategories of negative politeness is requests with politeness. Other subcategories include refusals with reasons, questions with burden avoidance, declarations with respect, criticism with insertion, and suggestions with gentleness.

Speaking Vaguely

The vague speech strategy is a way of conveying opinions in a less direct manner, while still providing a positive signal regarding the idea or opinion being conveyed. The goal is to maintain good relationships and avoid open conflict, while still providing constructive feedback (Ananda et al., 2024). One example of this speech strategy is when we already know the learning objectives, perhaps the test or evaluation could be writing a poem or explaining the figures of speech used in a poem, or something like that. The context in this speech is that the speaker conveys their ideas not directly or explicitly, but rather uses hypothetical and uncertain expressions to avoid appearing patronizing.

This utterance falls into the category of vague speech strategies because the speaker conveys a message by including possibilities or options to avoid a clear commitment. This aligns with research conducted by Rahmadhani et al. (2026), who stated that one subcategory of vague speech is winged statements. Other subcategories include the use of figures of speech or metaphors, open statements, the use of passive voice, rhetorical questions, and hints or instructions.

The Effectiveness of Teachers' Speaking Strategies to Encourage Students' Active Participation in Classroom Discussions

This section discusses the effectiveness of teacher speech strategies in encouraging active student participation during class discussions. The analysis focuses on the influence of strategies, particularly positive and negative forms of polite small talk, on student engagement. Effectiveness is measured by the number of student responses to each teacher utterance and the context in which it is used, visualized based on the level of participation elicited by each strategy. The utterances "You are welcome to ask questions" and "Next is a question-and-answer session, those of you who want to ask questions are welcome" are examples of the use of positive polite small talk strategies. Both demonstrate polite sentence structures and allow students to respond voluntarily. However, despite the similar strategies used, their effectiveness differs. received six responses, while received only five. This difference indicates that the effectiveness of strategies is not only determined by the form of speech, but is also greatly influenced by external factors such as the appeal of the material being discussed, the energy level of the class at that time, and the rhythm of the lecturer's communication.

Meanwhile, "Next, we will open a question-and-answer session. Please feel free to ask your questions," uses a positive polite small-talk strategy with a more personal touch. The use of "ananda" as a greeting conveys warmth and a closer relationship between teacher and student. This word not only softens the invitation but also creates a sense of individual respect and attention. Furthermore, the use of "please" demonstrates respect for students' freedom to take an active role in the discussion. The combination of these two elements is likely the main factor that makes this utterance able to invite up to 12 students to respond, demonstrating its high effectiveness in building a dialogic atmosphere.

In contrast to the previous statement, "Okay, does anyone have any questions about the evaluation tool?" This uses a negative politeness strategy. This strategy suggests that students are free to choose whether or not to respond without any direct pressure.

However, this statement was delivered in the form of a closed-ended question (yes/no question), which pragmatically discourages participation. While the actual goal was to direct students to ask more specific questions about the "evaluation tool" topic, a topic not previously touched on, this form of speech actually encouraged students to remain silent.

This is reflected in the low response rate, with only one student responding, indicating that this strategy is less effective in a classroom context that tends to be passive. The utterance "If anyone wants to ask questions, please feel free to ask" is an example of a positive politeness strategy that is neutral and inclusive. This utterance provides a wide and open space for students to participate without pressure, while maintaining a polite and respectful tone. The phrase "if anyone wants to ask questions" creates the impression that students are free to express themselves, while "please feel free" indicates the teacher's acceptance and readiness to listen. The effectiveness of this strategy is also supported by the possibility that the topic being discussed is highly relevant or interesting to students, thus encouraging questions to emerge naturally. This makes it the most successful utterance in creating an active and communicative discussion atmosphere in the classroom.

Based on the description above, it can be seen that the effectiveness of teachers' speaking strategies in facilitating student participation is greatly influenced by the form and nuance of the speech used. The positive politeness small-talk strategy proved more effective in encouraging active engagement, especially when combined with personal elements and an open attitude that fostered comfort and a sense of respect among students.

Conclusion

Based on the data and discussion above, it can be concluded that: (1) The existence of differences in the use of speech acts between students and teachers in class discussions in class XI SMA Gajah Mada Medan. Students tend to use assertive speech acts such as stating, admitting, and reporting, which are related to conveying information, acknowledging experiences, and reporting facts. This shows that the role of students in discussions is more focused on exploring understanding and expressing ideas independently. Meanwhile, teachers are more dominant in using directive, expressive, commissive, and declarative speech acts that reflect their role as guides and directors in the learning process. (2) Teachers not only convey information, but also direct, give appreciation, and build interpersonal relationships that support the dynamics of the discussion. (3) Positive politeness small talk strategies have proven to be most effective in encouraging student engagement because they create an open, friendly atmosphere and encourage emotional engagement. This strategy makes students feel valued and more comfortable contributing. Conversely, negative politeness small talk strategies tend to create communication distance, making them less effective in eliciting student responses.

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