

**THE LOCUTION AND PERLOCUTION IN THE
ENGLISH TEACHERS AND STUDENTS' CLASSROOM
INTERACTION**

A THESIS



By

**Yoel Wibowo
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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
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A THESIS

Presented to Widya Mandala Catholic University
Surabaya
in partial fulfilment of the requirement for the
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Foreign Language



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SURABAYA
2017**

Approval Sheet

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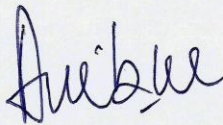
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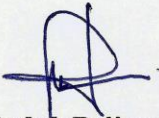
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This thesis entitled “The Locution and Perlocution in the Teachers and Students’ Classroom Interaction” prepared and submitted by Yoel Wibowo/8212714017 has been approved to be examined by the Thesis Board of Examiners on March 23rd 2017.



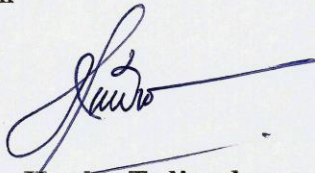
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Statement of Authenticity

I hereby declare that this thesis is not a work of plagiarism. In case the thesis is found to be the work of plagiarism, I shall be responsible for all the consequences as a result of the implementation of university regulation.

I also declare that I agree to submit my thesis entitled “The Locution and Perlocution in the Teachers and Students’ Classroom Interaction” to Widya Mandala Catholic University library and fully understand that it will be made public via internet and other uses of online media.

Surabaya, March 23rd 2017



Yoel Wibowo

(The researcher)

THE LOCUTION AND PERLOCUTION IN EFL CLASSROOM

Abstract

The existence of English as a Foreign Language (EFL) tutorial classes has significantly been rising, especially among countries belonging to the Kachru's expanding circle. EFL tutorials is considered as one from many effective and systematic means in spreading English among those countries. Nevertheless, a good EFL class may be assessed from the interaction within. Inevitable interaction in the form of a stimuli (locution) and response (perlocution) between an English teacher and his/her students shows the effectiveness of a particular EFL classroom. This research is, therefore, intended to provide an analysis on English teacher's locution influence toward the students' perlocution in their Indonesian EFL classroom as well an elaboration toward

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the aspects influencing it. The framework is taken from Austin's (1962, p.94) general theory of Speech Acts. This research reveals that the teacher-students verbal interaction, as seen on the students actions inside the EFL classroom sample, may be assessed through the existence and the quality of the response; the use of English as the target language; the quantity of maxim violations, infringements, and floutings; as well as the use of triggering questions, fillers, confirmation requests, as well as the rhetorical questions used by the students. On the other way, some aspects that are considered influential to build the students' perlocution upon the teachers include the teachers' physical appearance and grooming, respect from the students, teaching method, the ability to handle the class, relationship with the students, teaching style, voice quality, consistency in

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using English as the target language inside the classroom, and their willingness to assist.

Keywords: pragmatics, speech acts, locution, perlocution, classroom interaction, communicative competence, classroom interaction

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**“A friend loveth at all times, and a brother is born for
adversity”**

-Proverbs 17:17 (KJV)-

Surabaya, January 10th , 2017

The Writer

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