

TEACHER TALK IN SCIENTIFIC APPROACH IN EFL CLASSROOM: A SPEECH ACTS PERSPECTIVE

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Abstract

This paper reviews teacher's utterances in the EFL Classroom using Speech Acts' perspective, specifically when the teacher are applying scientific approach in the learning process. Teacher's utterance has a lot of influence in the language learning process, such as: students' input and practice (Xiao-yan, 2006) and (Cullen, 1998). Even though the restriction on using scientific approach in all subjects has been revoked, some schools still apply scientific approach in EFL Classroom. Theoretically, since Indonesia uses English as foreign language, teacher's utterance has a prominent role in the process of learning in the classroom. In the classroom context, teacher talk can be found in the form of questions and feedback. The research had been done using qualitative method. In order to gather the data, observation and interview had been done in the early of 2020. It was found that a teacher in MA Bilingual Muslimat NU Sidoarjo uses the directive sentences mostly in the classroom, since she believes that encouraging students to speak in English is very necessary for English as foreign language learner.

Keywords: Teacher Talk; Speech Acts; Scientific Approach

INTRODUCTION

The latest curriculum in Indonesia, Curriculum 2013, is designed to improve the weak part of previous curriculum, Curriculum 2006. Zaim (2017) states that the Curriculum 2013 is emphasizing on fulfilling students' need in knowledge, the balance of soft and hard skills, and attitude. The increase of students' autonomous learning is also the target that is expected in the implementation of the Curriculum 2013. Ratnaningsih (2017) states that learning skill can improve students' creative thinking, problem solving, communication, collaboration, creativity, and innovation skills which are very important to survive in the 21st Century.

Furthermore, to attain the goal that has been set in the Curriculum 2013, it is also needed to choose the proper approach of the procedure in learning. Based on Ministry of National Education No. 65, the principles of learning in the Curriculum 2013 are: (1) focusing on students, (2) developing student's creativity, (3) initiating fun and challenging atmosphere, (4) containing value, ethic, aesthetics, logic, kinaesthetic, and (5) providing various learning experienc-

es through implementing various enthusiastic, contextual, effective, efficient, and meaningful learning strategies and methods.

It is clear that those are close to scientific approach. Zaim (2017) believes that scientific approach has a special characteristic which is enforcing the students to “do research” in order to learn something new. Instead of directly giving knowledge to the students, teachers in scientific approach must provide a positive environment that triggers students’ willingness and curiosity in learning which is to increase their autonomous learning. Consequently, scientific approach has stages of learning such as: observing, questioning, experimenting, associating, and communicating (Pramesthi, 2015).

Somehow, it is a quite challenging in English language teaching as Wahyudin (2015) argues that “...some experts believe that there is no literature in the history of TEFL/SL that supports the use of scientific-based learning to teach English...”. That is why it is quite difficult to find previous study about scientific approach in language learning, especially about teacher talk.

Furthermore, there are a lot of aspects that must be considered by teachers before they implement the approach into the classroom. One of them is teacher utterances during the learning process. It is important as Xiao-yan (2006) argues that teacher talk makes up to 70% of language in the classroom. Cullen (1998) adds that teacher talk also influences students’ input towards the language learning. In addition, Lasantu (2013) also finds that a teacher who uses direct speech more than indirect speech to the students brings bad impact to the teacher-students interaction in the classroom, which makes students less engaged and involved to the learning in the classroom. That is why teacher utterances need to be considered in order to make the language learning successful.

Different approach must have different composition of teacher talk produced in the classroom. Besides, since scientific approach focuses on students in the learning process rather than on the teacher, it is very different with other approaches that at least turn teachers as knowledge centre. This difference also influences what kind of utterances that should be produced by teachers. Study about teacher talk is expected to help all language teachers to hold a language learning optimally. Pangesti (2016) finds that teachers tend to use teacher talk such as questioning and giving information. Basra and Thooyibah (2017) have conducted a research to find out teacher talk in an EFL Classroom and found out that based on illocutionary acts’ theory, teacher talk can be classified as: 70% for directives, 21% for representatives, 6% for expressive, and 3% for commissive. The research is conducted without the presence of scientific approach as a variable. Setialis and Lukmana (2018) find that during the observing stage, the teacher utter 307 speech functions classified into 4 classes: 59 statements, 108 questions, 77 commands, and 63 acknowledgments. Besides, the remaining stages are waiting to be studied to have a clear picture of teacher talk in the scientific approach.

As discussed previously, Xiao-yan (2006), Pangesti (2016), and Basra and Thooyibah (2017) conduct research with concern only about the types of teacher talk produced in the classroom without considering the approach used by the teachers. Besides, Cullen (1998) and Lasantu (2013) focus on the impact of the teacher talk to the students, and Setialis and Lukmana (2018) study the types of teacher talk during the first stage of scientific approach only, which is observing stage. Those previous studies emerge a new question which is ‘What types of teacher talk produced by a teacher in learning activity while applying scientific approach in a meeting?’ This question is aimed to provide better understanding on holding English learning in the classroom while applying scientific approach. It has been known that even teacher’s utterance in the classroom also determines the success of the learning activities up to 70% (Xiao-yan, 2006). Furthermore, a more complete picture of teacher talks in the classroom which is applying scientific approach in a meeting is very important to help language teachers be more capable to teach students. Hence, this research is designed to find out what kind of speech acts uttered by

a teacher during the learning activity in a Senior High School level where the teacher applies scientific approach in his classroom and why it is chosen. Consequently, there are two research questions.

1. What types of speech acts are performed by the English teacher when applying scientific approach in the classroom?
2. Why does the teacher use the certain type of speech acts the most?

Speech acts

Yule (1996) defines speech acts as a behaviour or activity that is done through speech. Speech or utterance produced by a speaker is intended to tell something with an assumption that the listener get the meaning of what the speaker said. Saputro (2015) states that “speech acts are utterances that replace actions for particular goals in certain situations”. The meaning of the utterance can be acquired through understanding the context or the situation when the conversation happens. That is why in speech acts, interpreting an utterance cannot be separated with the context of the event and Yule (1996) names the term ‘speech event.’

Austin (1962) classifies speech acts into two, constative and performative. Constative is an utterance that is produced in order to tell something or describe something while performative is the utterance which is aimed to do something through speech. However, this research will focus only on performative which is produced by teacher in the classroom. In order to make an utterance become performative, Austin (1962) mentions some conditions that must be fulfilled.

(A.1) There must be a conventional procedure that accept and affect conventionally.

(A.2) The procedure must be uttered by the right person in the right condition.

(B.1) The procedure must be done by all involved people in order, and

(B.2) All the procedure is done.

(Gamma.1) The person involved in the procedure must have intention to do so.

(Gamma.2) The procedure must be done consequently.

From these conditions can be related to classroom context: (1) the procedure is the learning process, (2) the right person in the right procedure is the teacher who is teaching in the classroom, (3) the procedure which is done in order and completely is the situation happening in the classroom, and (4) the teacher must have intention in every utterance and be done consequently. In the learning activity, there must be a communication between teacher and students and the communication can be done both verbal and non-verbal. However, this research will only focus on verbal communication between teacher and students in the classroom, especially teacher’s utterances in communicating with the students. Sadock (2006) adds that speech acts embrace performance that is not discussed in phonetics, phonology, morphology, syntax, semantic, or in other general theory of performance or acts. The special feature in speech acts is the acts done through speaking cannot be analysed grammatically. Therefore, utterance’s formal features are really important in interpreting the meaning of the utterance. Even in certain cases, how the listener responds to the utterance is also giving contribution in making sense of the utterance. Therefore, Austin in Sadock (2006) classified utterances into three: Locutionary acts, Illocutionary acts, and Perlocutionary acts.

Illocutionary acts

Austin in Sadock (2006) defines that illocutionary acts “...is the apparent purpose for using a performative sentence...” The contrast of illocutionary acts with the two others of classification in speech acts is that the utterance shows an action or making someone do something. Therefore, illocutionary acts include as acts of ordering or requesting, asking, and stating or asserting. Searle (1999) classifies five types of illocutionary acts: Assertive force, directive force, commissive force, expressive force, and declarative force.

Declarative force

“Declarative force has a principle that words change the world.” (Basra & Thooyibah, 2017). Declarative force can be defined as utterance that has effect in changing a state or condition of someone.

[1] I choose Faisal to be the leader of discussion today!

The utterance [1] is addressed from a teacher to the students which change the position from ordinary students to the leader of discussion.

Assertive force

Assertive force is illocutionary acts that is uttered to express a statement related to reality. It can also be defined as an utterance that shows speaker’s assumption about the world.

[2] Sun rises in the east.

The utterance [2] expresses what the speaker believes about the world. Even though at certain issue people might have different opinion about it, it is highly considered as assertive force as long as it only expresses a statement.

Expressive force

The feeling of the speaker about certain situation is the definition of this force. For example: like, dislike, happiness, sadness, and many more.

[3] I am glad to hear that.

People can express their expression in numerous ways. This shows that context in interpreting an utterance is a must in order to have an accurate interpretation. Therefore, in this research, the researcher records the activity in the classroom to picture the situation and the context of every speech acts produced by the teacher.

Directive force

It is uttering speech which is meant to ask someone to do something can be done with directive force (Basra & Thooyibah, 2017)

[4] Turn on the light, please!

Commissive force

Basra and Thooyibah (2017) states that “It has something to do with showing speaker’s intention in the future as shown in the future.”

[5] I promise to buy you ice cream after school. (Basra & Thooyibah, 2017)

Utterance [5] shows someone’s willingness to do something in the future.

Speech acts are also needed in the classroom context since the activity of teaching and learning in the classroom must need a communication from both teacher and students. Nurani (2015) states that speech acts in the classroom context happen in the form of sharing knowledge, conducting activities, managing classroom, and addressing instructions. Therefore, speech acts and the classroom context are inseparable. The more teachers know speech acts in the classroom context, the more learning objectives will be acquired by students.

Teacher talk and the classroom context

A communication between teacher and students in the classroom are inevitable, moreover, in language classroom where communication between teacher and students affect the development of targeted language learning. Cullen (1998) proposes good reasons of enhancing teacher talk time (TTT) in the classroom:

1. For English as foreign language learners, teacher talk become one valuable source of language learning.

2. Since teacher is believed as the source of knowledge, reducing TTT will be not inappropriate both academically and culturally.
3. Teacher's questions can trigger student's engagement in the classroom interaction and the language learning itself.

Therefore, communication between teacher and students in the classroom should be noteworthy since it has significant role in language learning. Gasparatou (2018) believes that speech act theory should be relevant to whole types of human communication, especially in the classroom. Furthermore, Gasparatou (2018) argues that all dimensions of speech act theory can be provided in education:

1. Teacher and students exchange information in the classroom.
2. Education must be related to student's real life.
3. Education must improve students' ability i.e. autonomous learning, good morality, and becoming an ideal social member.

Teacher talk

Ruwaida (2015) defines teacher talk as language feature produced by teachers in the learning process. Ellis (1994) in Ruwaida (2015) has different perspective about teacher talk. In his view, teacher's speech in the learning process has different kind of language from other types of speech in language learning. Ellis' perspective has been supported by Xiao-yan (2006). Cullen (1998) argues that teacher talk is also a possible input for students in learning target language. In other words, teacher talk is teacher utterance that is produced in the learning process that has special feature compared to other language feature. Teacher talk can also be a potential input of language learning for students. Xiao-yan (2006) also adds that in EFL context, teacher talk can be a tool for teaching language rather than become a communication in the classroom only. Xiao-yan (2006) classified features in teacher talk into two, the "the formal features" and "the functional features".

The formal features of teacher talk

Xiao-yan (2006) states that teacher talk can be simplified syntactically, phonologically, and semantically. Xiao-yan (2006) also adds the example for those three aspects. In syntax, utterances to children are mostly short and simple. In phonology, utterances to children use high pitch, various pitches from high to low, and amplified pitch sound. Clear articulation is also needed as children are in the stage of learning how to produce English words. Paused utterances and low speed of utterance are also inseparable. While in semantic, the chosen words by teacher is important due to students' level of English proficiency. Introducing new word and unfamiliar word is done carefully. Chaudron (1988) in Xiao-yan (2006) has also discussed teacher talk and made conclusions:

1. Overall utterances are produced in slow speed.
2. Pauses appear frequently.
3. Clear and amplified utterances are in every pronunciation.
4. There are frequent uses of familiar vocabulary.
5. There are reduced uses of subordination utterance.
6. Questions are fewer than both declaratives and statements.
7. Self-repeat may appear many times.

The functional features of teacher talk

In language classroom, teachers have to fulfil their tasks: providing language input for students the best as teacher could, and advancing students to apply the target language in the classroom. Hence, TTT must be properly arranged (Xiao-yan, 2006). It is important in English

classroom to minimize TTT and maximize Students talk time (STT). However, Fillmore in Xiao-yan (2006) gives two conditions if the teacher talk time is minimized while student talk time is maximized. They are: students must have high level of English competency so they will not have any difficulties to interact among themselves, and students have willingness to use the target language in the classroom.

Besides, types of utterance produced by teacher in English classroom must be considered as well. Xiao-yan (2006) and Cullen (1998) have identified the functional features of teacher talk:

Teacher's questions

Xiao-yan (2006) believes that through giving questions to students, teacher can assess students' understanding about certain topic or how they think about the topic. Cullen (1998) argues that through questions, teacher can initiate students to apply the target language and trigger their willingness to use target language to communicate in the classroom. In addition, teacher's question can also be used to participate in the language learning (Ruwaida, 2015). Richards and Lockhart (1996) add that teacher ask questions to the students in order to:

1. Motivate and preserve student's interest
2. Encourage students to be critics
3. Clarify students' utterances
4. Elicit particular structure or vocabulary items
5. Check students' understanding
6. Encourage students' in learning activity.

Furthermore, teacher's questions can be classified into two: display questions, when teachers are giving questions and they already know the answer, and referential questions, which is used when the teachers give question and they do not know the answer (Cullen, 1998; Xiao-yan, 2006)

On the other hand, Richards and Lockhart (1996) divide teacher's questions into three.

1. Procedural Questions

Procedural questions deal with classroom procedures and routines, and classroom management.

2. Convergent Questions

Convergent questions encourage students to be involved in the topic discussed at that time. Convergent are only followed by two possible answers, yes or no.

3. Divergent Questions

As the opposite of convergent, divergent questions have a lot of possible questions. Therefore, students tend to give more information instead of only give confirmation or denial to teacher's statement.

In summary, questions deals with learning environment, such as classroom, and deals with the learning activity itself.

Teacher's feedback

Feedback is type of teacher talk used to assess students' responses (Xiao-yan, 2006). Feedback is important for the success of both communication between teacher and students and the input of language learning process (Cullen, 1998). Feedback can be both positive and negative (Xiao-yan, 2006). Positive feedback can increase students' motivation in learning, while negative feedback can distract the success of learning process. Teacher's feedback can be produced in the form of:

1. Correction

Teacher indicates a mistake made by students in the process of language learning and this is followed by the correction.

2. Assessment

Assessment refers to the way teacher discovers student's strength and weakness about the lesson. It can be found in the form of both question and request.

3. Confirmation

As teacher is doing assessment, teacher gives a clue whether students have done well. It will help students to improve their language proficiency.

4. Encouragement

Not only letting students know whether they are right or wrong, teacher must keep students' motivation in learning in order to make them still motivated.

The implication of teacher talk

As Xiao-yan (2006) argues that teacher talk is really important in the language learning and it makes up to 70 percent language used in the classroom. Cullen (1998) supports the argument with a statement that teacher talk also takes part in affecting students' input in learning language as in demand source of language material. Therefore, when discussing about the implication of teacher talk, ones must also discuss the theory of language acquisition, especially for this context, the theory of foreign language acquisition.

Since the environment in Indonesia does not support the use of English as daily language, teachers become the most frequent input for the students in acquiring English (Xiao-yan, 2006). Students barely learn English through their environment since people use their native language and Indonesian. Hence, English teachers for foreign learners have more role than English teachers for native learners. That is why Basra and Thooyibah (2017) urge the importance of considering teacher talk in classroom context since it is the major input for students in learning English in Indonesia.

Krashen (1981) introduces a "here and now" principle, where in acquiring new language, the situation that is going on when someone is learning English helps him to comprehend the utterance addressed to him. In the Indonesian context, classroom provides the most effective environment for students to follow the principle without being aware with it rather than any other environments such as neighborhood.

Scientific Approach

Scientific Approach does not only highlight learning outcomes as the goal of learning activity in the classroom, it also strengthens the importance of learning process as the goal of the learning activity (Ratnaningsih, 2017). Hence, students' curiosity in learning is the main activity in the classroom. In scientific approach there are five steps applied in the classroom; observing, questioning, experimenting, associating, and communicating (Ratnaningsih, 2017; Setialis & Rukmana, 2018; Zaim, 2017). All the stages in scientific approach are accelerating students to become the centre of the learning where they will become active learners instead of passive learners.

METHODS

The research type that was used in this research was qualitative research. Saldana (2011) defines qualitative research as "... an umbrella term for a wide variety of approaches to and methods for the study of natural social life". This research is aimed to capture a phenomenon in the English classroom in EFL context. In specific way, this research is designed to find out language pattern produced by teacher during learning process in the classroom while applying any stages of scientific approach. Wahyudin (2015) states that the procedure of collecting data in qualitative approach is: getting access, observing classroom activity, collecting related document, con-

ducting interview, and administering questioner. However, in this study, the researcher applied the procedures with some adjustments according to the situation and the aim of the research: getting access, observing classroom activity, collecting related document, making temporary analysis, and conducting in-depth interview.

Getting access to the school principal was the first step before getting into the classroom. It was important for administration business for both researcher and school administrators. The next step was observing classroom activity. In this step, the researcher collected the data using camera to record the learning process in the classroom. The records of the learning process helped the researcher to make transcript about teacher-whole students' interaction in the classroom which applying any stages of scientific approach. The data collected was about all teacher-whole students' interaction in the classroom for two meetings. The duration for each meeting was 90 minutes long, so all recordings in total were 180 minutes long. In the third step, the researcher collected related document in order to capture all teacher-whole students' interaction. All interaction that is in the form of recording were changed into written form which is known as transcript. The transcript helped the researcher to analyze all teacher-whole students' interaction based on the theory of Illocutionary act by Searle (1999).

After the transcript was analysed, in-depth interview was needed to clarify the findings. In-depth interview is important to strengthen the finding about the interaction in the classroom. Consequently, the result of in-depth interview was used to produce the result of qualitative approach. The number of in-depth interviews was conducted based on the need of the researcher in order to strengthen the findings.

The participant was a teacher in MA NU Bilingual Sidoarjo who teaches ten graders and applying any stages of scientific approach in every meeting of the learning process. In the data analysis technique, Miles and Huberman's (1994) interactive model was used to concede a conclusion: data collection, data reduction, data display, and conclusion drawing and verification.

Data collection

Data collection is the process of collecting data in order to answer the research questions. In the case, the data was gathered through observation and interview.

Data reduction

Data reduction, as part of analysis process of qualitative research, is the process of preferring, reducing, detaching, and converting data form field notes or transcriptions (Miles & Huberman, 1994). Since this research focused on teacher talk, only teacher's utterances was analysed.

Data display

Data display is the process of analysis through organizing, compressed assembling the information in order to help drawing conclusion and action (Miles & Huberman, 1994). This research used a table adapted form Nurani (2015) to show the utterances produced by the teacher during the learning in the classroom.

Conclusion drawing and verification

The process is a way to generate an understanding of the issue. Miles and Huberman (1994) state that conclusion drawing can be done through "noting regularities, patterns, explanations, possible configurations, causal flows, and proportions".

FINDINGS AND DISCUSSION

Types of speech acts performed by the English teacher when he applied scientific approach in the classroom

Table 1. Data Findings of Teach Talk in Scientific Approach in EFL Classroom using Speech Acts' Perspective

No	Classification of Speech Acts	Frequency	Percentage
1	Declarative	0	0 %
2	Assertive	40	42,10%
3	Expressive	2	2,10%
4	Directive	52	53,68%
5	Commisive	1	1,05%
	Total	95	100,00%

In order to answer the first research question which is about the most used type of speech acts by the teacher in the English as foreign language classroom while using scientific approach, the researcher collected data through observing the classrooms and obtained the data using a video recorder. Then all the conversations in the video were transcribed so they could be analyzed. Before the transcription analysis, the data were reviewed in order to reduce the unnecessary data. In this research, the necessary data were all the teacher's talk in the classroom, hence only teacher talk's transcriptions would be analyzed. This process was known as reducing data. Then the necessary data was classified based on Searle's (1999) theory of Speech Acts.

During the learning activities in the classroom, the teacher used four of five classifications of speech acts with the total of 95 utterances during the learning process, while the students used 218 utterances during the class. It means that the teacher only produced 30,35% of the whole utterances during the class.

The teacher used directive mostly in the class, which is 51 times (53,68%). While the second most frequently used speech acts type is assertive, which is 40 times (42,10%). The teacher only used expressive two times (2,10%). Declarative and commisive were only be used once (1,05%). Hence, it could be concluded that the English teacher in MA Bilingual Muslimat NU Sidoarjo used Directive in the classroom the most.

Teacher's beliefs on producing directive type of speech acts the most

Table 2. Coding of Data Findings of Interview on Teacher Talk in Scientific Approach in EFL Classroom using Speech Acts' Perspective

No	Hierarichal Name	Number of Coding References
1	Second semester focus on student's presentation	1
2	Collaboration to make a condusive environment for learning English	1
3	Encourage students to speaking English	4
4	Enforce students to speaking English	2
5	Students centre learning	1

The second research question was answered using interview. The interview was used to find the reason on using the certain type of speech acts in the classroom by the teacher most of the time, especially during the observation. In this case, the teacher mostly used 'Directive' in the classroom.

After the interview has been done, then the data was transcribed so it can be reduced in order to eliminate the unnecessary data. After the data has been transcribed and reduced, the data was encoded. In order to help the researcher encode the data, the researcher is using an application 'NVivo 12'. Since the focus of the scientific approach in the learning is the enhancement of students' autonomous learning skill (Ratnaningsih, 2017), the teacher believes that the students need to be the centre of the learning. Hence, students should be the one who present the material. This will also help them to increase their speaking ability and willingness to speak in English.

In order to enhance students' willingness to speak in English, the teacher encourage students to speak English. Without considering the grammar, the teacher believes that students' courage is a major aspect in enhancing speaking skill. Therefore, the first thing that the teacher wants the students to have is the courage to share their opinion and feeling orally. This finding is relevant with the Xiao-yan's (2006) statement that teacher talk has a function to encourage students in the learning process. Directive in the classroom can be found in various types of expressions, such as: questions, requests, invitation, commands, challenges, orders, summons, entreaties, dares, and suggestions.

CONCLUSION

A conclusion that can be derived from this research is that a teacher in the MA NU Bilingual Muslimat NU Sidoarjo uses directive type the most (53,68%) in the English learning activity while the declarative type is not uttered by the teacher at all. The teacher believes that using directive type is to encourage students to speak in English confidently. Since the goal is to encourage students to speak in English, the teacher only produces 30,35% utterance in the classroom, while the rest of the utterance are produced by students.

In this case, the teacher encourage students to speak in English as frequent as possible by the giving the maximum chance for the students to speak. The teacher instructs the students to present a material in front of the class, so they will both learn the material before present it and learn how to deliver a presentation in English. Besides, the teacher also spares some time for the other students who become the audience to speak in English for giving questions about the materials, giving suggestions about the way presenters perform, and share their opinions about the material presented.

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