

Abstract

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ABSTRAK

The effective use of proper expressions in EFL classroom may lead to a better understanding of the used language and its users. The current study aims at describing speech act classification mostly used by EFL teachers in different cultural settings, the pattern of interaction in the classroom, and how the cultural boundaries affect the use of expressions in English classrooms. This research is a case study research involving three settings of EFL classrooms reflecting inner, outer, and expanding countries. The study uses Searle's taxonomy of speech act classification as the instrument. The findings show the highest frequency of directives, followed by expressive and declarative across the three cultural settings. The frequent use of directive speech acts is apparently aimed at improving the students' productive skills. The choice of speech acts classification seems to be in line with the teaching instructional approach held by individual teachers.

Kata Kunci: *speech acts, cultural boundaries, instructional approach*