

REFERENCES

- Abdulkhay, K. (2022). Why should we teach pragmatics? The importance of pragmatics in language teaching (in the example of Apologies). *"Involta" Innovation Scientific Journal*, 1(11), 30-36. Retrieve from 10.5281/zenodo.7218874
- Abusch, D. (2012). *Speech Acts in the Theory of Grammar*. Cambridge University Press.
- Acheoah, A. (2019). Searle's Speech Act Theory: An Integrative Appraisal. *American Research Journal of English and Literature*, 3(1), 1-11. Retrieved from: <https://www.arjonline.org/papers/arjel/v3-i1/2.pdf>
- Alsharif, M. H. (2021). Understanding speech acts in educational contexts: The role of context and culture. *Linguistics and Literature Studies*, 9(3), 257-264. <https://doi.org/10.13189/lis.2021.090307>
- Alston, W. P. (2000) *Illocutionary Acts & Sentence Meaning*. New York: Cornell University Press.
- Austin, J. L. (1962). *How to Do Things with Words*. London: Oxford University Press.
- Bozbiyik, A. (2020). Developing interactional competence in the L2 classroom. *Eurasian Journal of Applied Linguistics*, 6(2), 205–228. <https://doi.org/10.32601/ejal.747546>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Brookfield, S. D. (2015). *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. Jossey-Bass.

- Brown, G. (2018). The past, present, and future of educational assessment: A transdisciplinary perspective. *Frontiers in Education*, 3. <https://doi.org/10.3389/feduc.2018.00087>
- Brown, H. D. (2006). *Principle of Language, Learning, and Teaching* (5th Ed.). New York: Pearson Education.
- Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford, UK: Oxford University Press.
- Canale, M., & Swain, M. (1980). *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*. *Applied Linguistics*, 1(1), 1-47. <https://doi.org/10.1093/applin/I.1.1>
- Caroline, R. T., Sitorus, U., Sinurat, B., Herman., Silalahi, D. E. (2021). An Analysis on the Speech Act of Mark Zuckerberg in English Speeches YouTube Channel. *Zien Journal of Social Sciences and Humanities*, 1(1), 175-181.
- Chapman, K. J., Meuter, M., Toy, D., & Wright, L. (2006). *Can't we pick our own groups? The influence of group selection method on group dynamics and outcomes*. *Journal of Management Education*, 30(4), 557–569. <https://doi.org/10.1177/1052562905284872>
- Celce-Murcia, M. (2000). *Discourse and Context in Language Teaching*. Cambridge: Cambridge University Press.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide* (2nd ed.). New York: Cambridge University Press.

- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and Context in Language Teaching: A Guide for Language Teachers*. UK: Cambridge University Press.
- Clark, H. H. (1996). *Using language*. Cambridge University Press.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.). Sage Publications.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Crossman, A. (2020). *An Overview of Qualitative Research Methods. Direct Observation, Interviews, Participation, Immersion, Focus Groups*. Thought Co.
- Cutting, J. (2008). *Pragmatics and discourse: A resource book for students* (2nd ed.). Routledge.
- Darong, H. C. (2024). Teaching speech acts in EFL context. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1423498>
- Duranti, A. (1997). "Linguistic Anthropology." Cambridge University Press.
- Esterberg, K. G. (2002). *Qualitative methods in social research*. McGraw-Hill.
- Fernández, M., Wegerif, R., & Mercer, N. (2015). Re-conceptualizing "scaffolding" and the zone of proximal development in the context of

- symmetrical collaborative learning. *Journal of Classroom Interaction*, 50(1), 16-29. <https://eric.ed.gov/?id=EJ1100363>
- Fisher, M. J., & Marshall, A. P. (2009). Understanding descriptive statistics. *Australian Critical Care*, 22(2), 56-63. [https://doi.org/10.1016/j.aucc.2008.11.003​;contentReference\[oaicite:0\]{index=0}​;contentReference\[oaicite:1\]{index=1}](https://doi.org/10.1016/j.aucc.2008.11.003​;contentReference[oaicite:0]{index=0}​;contentReference[oaicite:1]{index=1}).
- Forbes, D. L., & Gedera, D. S. P. (2019). From confounded to common ground: Misunderstandings between tertiary teachers and students in online discussions. *Australasian Journal of Educational Technology*, 35(4), 1-13. <https://doi.org/10.14742/ajet.3595>
- Fortner, R. S. (2007). *Communication, Culture, and Religious*. New York: Rowman&Littlefield.
- Gebhard, J.G. (2019). Promoting student oral language through active class participation. *Journal of Education and Practice*, 10(12), 37-45.
- Gee, J. P. (2014). *How to Do Discourse Analysis: A Toolkit*. Routledge.
- Grice, H. P. (1975). "Logic and conversation." In P. Cole & J. L. Morgan (Eds.), *Syntax and Semantics, Vol. 3: Speech Acts* (pp. 41-58). New York: Academic Press.
- Harris, R. L. S. (2019). Using triangulation in qualitative research. *Journal of Social Research Methodology*, 22(2), 145-160. <https://doi.org/10.1080/13645579.2018.1491418>
- Hattie, J. (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge

- Huang, R. (2020). A study of intentional ambiguity from the perspective of pragmatics. *Open Access Library Journal*, 7(3), Article 6182. <https://doi.org/10.4236/oalib.1106182>
- Husna, A., Rahman, A., & Abduh, A. (2022)., Analysis of Speech Acts Used by EFL Teachers in Class Interaction: A Case Study at High School Bosowa Makassar. *Pinisi Journal of Art, Humanity & Social Studies*, 2(5), 177-184.
- Jaya, P. D., Jaya, M. P. A., & Artini, L. P. (2014). An analysis of speech acts in the conversation produced by Habibie and Ainun in the film *Habibie and Ainun 2012*. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha, Program Studi Pendidikan Bahasa Inggris*, 2. Retrieved from <https://media.neliti.com/media/publications/116356-ID-none.pdf>
- Johnson, D. (2017). *The role of teachers in motivating students to learn*. *BU Journal of Graduate Studies in Education*, 9(1). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1230415.pdf>
- Kabir, S. M. S. (2016). *Basic Guidelines for Research: An Introductory Approach for All Disciplines* (1st Ed). Bangladesh: Book Zone Publication.
- Kilickaya, F. (2009). World Englishes, English as an International Language and Applied Linguistics. *English Language Teaching*, 2(3), 35-38.
- King, D. (2020). *Effective Communication Skills: The Nine-keys Guidebook for Developing the Art of Persuasion Through Public Speaking, Social Intelligence, Verbal Dexterity, Charisma, and Eloquence*. Hamatea Publishing Studio.
- Knapp, M. L., & Hall, S. (2010). *Nonverbal communication in human interaction* (7th ed.). Cengage Learning.

- Kocurek, K., & Hutton, M. (2021). The cooperative principle and implicature in social media discourse. *Discourse & Communication*, 15(3), 285-303. <https://doi.org/10.1177/1750481320972353>
- Krashen, S. (1985). "The Input Hypothesis: Issues and Implications." Longman.
- Kumala, A. F. I. (2018). An analysis of speech acts in *The Croods* movie. *Academic Journal of Educational Sciences*, 1(1), 1-8. <https://doi.org/10.35508/ajes.v1i1.1251>
- Leech, G. (1983). *Principles of pragmatics*. Longman.
- Limberg, H. (2015). Principles for pragmatics teaching : apologies in the EFL classroom. *ELT J*, 69, 275–285. doi: 10.1093/elt/ccv012
- Linh, T. T. D. (2022). Teachers' perceptions of comprehensible input on English vocabulary acquisition. *International Journal of Language Instruction*, 14(2), 115-126. <https://doi.org/10.54855/ijli.221110>
- Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Mardiyono, R., & Chasanah, N. (2020). The illocutionary acts of the main characters in the movie *The Lion King*. *Journal of English Language and Culture*, 9(1), 33-42. Retrieved from: <https://ejournal.unp.ac.id/index.php/english-linguistics/article/view/110747>
- Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Mercer, N. (1995). The guided construction of knowledge: Talk amongst teachers and learners. *Multilingual Matters*.
- Miles, M. B., Huberman, M., Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd Ed). Arizona: Sage Publication Ltd.
- Miller, J. (2007). *Literature as Conduct Speech Acts*. New York: Fordham University Press.
- Mufiah, N. S., & Rahman, M. Y. N. (2018). Speech acts analysis of Donald Trump's speech. *Professional Journal of English Education*, 1(2), 125-132. DOI: <https://doi.org/10.22460/project.v1i2.p125-132>
- Nguyen, T. T. M. (2019). Teaching speech acts in the EFL classroom: Challenges and opportunities. *TESOL Journal*, 10(3), e00413. <https://doi.org/10.1002/tesj.413>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1-13. <https://doi.org/10.1177/1609406917733847>
- Putri, R. A., Sartini, N. W., & Fajri, M. S. A. (2020). The analysis of illocutionary acts of judges' comments in America's Next Top Model and Asia's Next Top Model competitions: A cross-cultural pragmatic study. *Journal of Language and Linguistic Studies*, 16(4), 1885-1898. Retrieved from <https://eric.ed.gov/?id=EJ1280716>
- Rababah, Luqman. M., (2023) Examining Speech Acts in Jordanian Advertising: Pragmatic Functions, Linguistic Features, and Rhetorical Devices. *Journal*

of Ethnic and Cultural Studies, 10(5), p. 212-223.
<http://dx.doi.org/10.29333/ejecs/1722>

Rose, K. R., & Kasper, G. (2001). *Pragmatics in Language Teaching*. Cambridge University Press.

Saifudin, A. (2018). Konteks Dalam Studi Pragmatik. *LITE Jurnal Bahasa, Sastra, dan Budaya*. 14(2), 108-117. DOI: <https://doi.org/10.33633/lite.v14i2.2323>

Saragi, V., Nuratika, S., Fransiska, F., Yolanda, M., & Ardiyanti, N. (2019). A review of speech act theories focusing on Searle (1969). *Elsya: Journal of English Language Studies*, 1(2), 61-68.
<https://doi.org/10.31849/elsya.v1i2.3529>

Searle, J. R. (1969). "Speech Acts: An Essay in the Philosophy of Language." Cambridge University Press.

Searle, J. R. (1975). "Indirect speech acts." In P. Cole & J. L. Morgan (Eds.), *Syntax and Semantics*, Vol. 3: *Speech Acts* (pp. 59-82). New York: Academic Press.

Searle, J. R. (1980). *Speech Act Theory and Pragmatic*. London: Reidel Publishing Company.

Setiyadi, B. (2020). *Teaching English as a Foreign Language* (2nd Ed.). Yogyakarta: Graha Ilmu.

Sulistiyani, S. (2017). The Power of Directive Speech Acts in EFL Classroom Interaction. *Proceedings of the International Conference on English Language Teaching (ICONELT 2017)*, 145, 16–20.

[https://doi.org/10.2991/iconelt-17.2018.4​:contentReference\[oaicite:1\]{index=1}](https://doi.org/10.2991/iconelt-17.2018.4​:contentReference[oaicite:1]{index=1})

Sukitman, T., Yazid, A., & Mas'odi. (2020). *Peran Guru Pada Masa Pandemi Covid 19*. In Prosiding Diskusi Daring Tematik Nasional (94–95).

Sugiyono. (2016). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.

Suyitno, I., Martutik, M., Lutfitasari, W., & Arista, H. D. (2021). Teachers' speech to stimulate students in learning interaction. *RETORIKA: Jurnal Bahasa, Sastra, dan Pengajarannya*, 14(1), 69–78.
<https://doi.org/10.26858/retorika.v14i1.19055>

Tursunovich, S. E. (2023). Actual Issues of Teaching Pragmatic Competences to English Language Learners in Uzbekistan. *Miasto Przyszłości*, 31. 148-152. Retrieved from <https://miastoprzyszlosci.com.pl/index.php/mp/article/view/1000>

Thomas, J. (1995). "Meaning in Interaction: An Introduction to Pragmatics." Longman.

Yule, G. (1996). *Pragmatics*. Widdowson: Oxford University Press.

Verschueren, J. (1999). *Understanding Pragmatics*. London: Edward Arnold.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Walsh, S. (2006). *Investigating classroom discourse*. Routledge.

Wardhana, I.G.N.P., Dewi, N.L.D.S., & Nainggolan, F.J.G. (2023). Examining the Impact of Illocutionary Acts on Student Engagement: A Mixed-Methods Study. *Journal of English Educational Study (JEES)*. DOI: <https://doi.org/10.31932/jees.v7i2.3699>

Whyte, S. (2019). Revisiting communicative competence in the teaching and assessment of language for specific purposes. *Language Education & Assessment*, 2(1), 1-19. <https://doi.org/10.37237/lea.2019.1>

