



Analysis of Speech Acts in School Radio Broadcast Programs as a Resource for Learning Junior High School Students' Speaking Skills

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ABSTRACT

This research explains and describes (1) types of speech acts in school radio broadcast programs; (2) the meaning and intent contained in the speech acts of school radio broadcast programs; (3) The relevance of speech acts in school radio broadcast programs as a source of learning speaking skills for junior high school students. This research uses a qualitative descriptive research type. The results of this research show that speech acts in school radio broadcast programs include locutionary, illocutionary and perlocutionary speech acts. The results of the research conducted show that school radio broadcast programs can be used as a source of learning speaking skills for junior high school students.

Introduction

Speaking ability is one of the primary components of the Indonesian language curriculum and serves as a fundamental tool for human communication. Beyond acquiring a theoretical understanding of language structures, students must be capable of expressing themselves clearly, logically, and contextually. Speaking proficiency is a key indicator of language mastery, demonstrating a student's ability to engage in active and productive language production. According to (Tarigan, 2008), speaking is the capacity to produce articulatory sounds to express and convey ideas. This skill encompasses not only linguistic competence but also conceptual formulation, communicative confidence, and semantic precision. Accordingly, educational research consistently demonstrates that overall academic achievement is positively correlated with speaking proficiency. Research by (Fitra Noviandra, 2022) supports this, showing that speaking exercises function simultaneously as a communication tool and a structured speech act that demonstrates a student's capacity to deliver information accurately and contextually. Consequently, enhancing speaking skills

remains a primary pedagogical objective across all educational levels, including junior high school.

The importance of oral communication is further reinforced by the Ministry of Education and Culture Regulation No. 22 of 2025 regarding Graduate Competency Standards. This policy highlights that modern literacy mastery encompasses both reading and speaking proficiency as core pillars of functional literacy. Under this framework, educational institutions are mandated to design learning environments that cultivate critical, creative, and communicative skills across diverse media platforms. In the updated curriculum, the inclusion of review text material requires students to deliver insightful oral evaluations rather than simple summaries. Investigating speech acts within school radio broadcasts directly aligns with these process standards. Therefore, integrating pragmatic linguistic theory with national education policy is essential to improving the quality of graduates' communicative competence.

Despite its recognized importance, the speaking proficiency of junior high school students frequently falls short of pedagogical expectations due to a complex interplay of internal and external factors. Internally, students often face psychological obstacles such as nervousness, anxiety, and a lack of confidence when speaking publicly. This aligns with findings by (Utami et al., 2025), which indicate that low speaking performance is heavily influenced by internal traits like shyness, low self-efficacy, and anxiety. Additionally, limited vocabulary and disorganized thought structures present significant linguistic barriers to effective oral communication. Externally, speaking instruction is often compromised by traditional teaching methods that overemphasize grammatical theory at the expense of practical application. (Kusumayati, 2025) notes that speaking development is highly dependent on instructional strategies, listening comprehension, and affective support. Furthermore, environmental variables including parental encouragement and variations in teaching styles significantly shape student outcomes. Low speaking proficiency is therefore the product of a multifaceted interaction between these personal and environmental challenges.

Applied linguistics bridges the gap between theoretical frameworks and practical language acquisition challenges. Rather than viewing language as a static structure, applied linguistics examines it as a dynamic phenomenon deployed within specific social contexts. As (Haryani et al., 2025) observe, applied linguistics offers vital tools for analyzing authentic language use and communication in the digital era. Through this approach, educators can map students' specific linguistic needs and design targeted instructional interventions. The primary focus centers on how language can be taught and learned effectively to meet real-world communicative demands. Consequently, analyzing contextual language use is key to upgrading the quality of secondary school language instruction. Within applied linguistics, speech acts represent a foundational component of pragmatic studies. Language is conceptualized not merely as a collection of vocabulary and syntax, but as an intentional action designed to achieve specific communicative goals. Speech acts, as defined by (Dwi Nanda Astri, 2020), are functional actions performed via utterances that are fundamentally shaped by situational context. Every utterance has the potential to influence both the listener and the surrounding social environment. To comprehend full communicative meaning, (Austin, 1962) categorized this phenomenon into three dimensions: **locutionary acts** (the literal utterance), **illocutionary acts** (the intended functional force), and **perlocutionary acts** (the resulting effect on the listener). A thorough understanding of these speech acts allows researchers to systematically observe how verbal interactions achieve their intended communicative functions.

Applying speech act theory to the classroom offers a fresh viewpoint on evaluating students' speaking skills. Classroom verbal interactions comprise various speech acts ranging from simple information delivery to complex opinion expressions. According to (Ni Nyoman Ayu, 2019), students' speech acts during instruction serve as an authentic gauge of their real-world interactional capabilities. By identifying illocutionary functions, teachers can evaluate how effectively students utilize language relative to their social context. Pragmatic appropriateness is now considered just as critical to communication success as grammatical accuracy. Compared to conventional numerical grading in traditional oral examinations, this pragmatic methodology provides deeper, more rigorous empirical data.

This study focuses on Surabaya's State Junior High School 18, an institution that actively integrates school radio into its educational framework. The subjects of this research are eighth-grade students who regularly participate in radio broadcasts as part of the school's literacy initiative. This specialized broadcasting facility provides an ideal environment for monitoring authentic linguistic events in real time. The school radio program serves as a valuable platform for building students' confidence in expressing opinions publicly, while the recorded broadcast interactions yield a unique and pristine corpus of linguistic data. SMP Negeri 18 Surabaya was chosen specifically due to this distinctive, collaborative broadcasting program managed jointly by teachers and students.

The primary activity emphasized within this school radio program is the broadcasting of book and text reviews. This process requires students to engage in critical thinking exercises before sharing their evaluations with a wider audience. Through reviewing literature, students learn to synthesize information in a clear, logical, and methodical manner. As Sarah (Hamid & Vivi Indrayani, 2025) note, text review exercises train students to articulate their perspectives systematically, blending persuasive speaking and focused reading into a cohesive learning experience. Through these exercises, students learn to employ diverse language functions to publicly evaluate literary works.

Students who present book reviews on the radio develop an oral discourse characterized by distinct linguistic features. During live broadcasts, students combine structured written script writing with dynamic verbal delivery. This intersection produces a rich linguistic variance that can be analyzed from both sociolinguistic and pragmatic perspectives. To engage listeners effectively, student broadcasters must employ specific verbal strategies. (Errol Jonathans et al., 2020) emphasize that radio discourse naturally demands a more communicative and engaging style than standard formal texts. This unique discourse style makes school radio an ideal landscape for mapping the pragmatic capabilities of junior high school students.

While extensive research has been conducted on speech acts, the vast majority of existing literature focuses strictly on face-to-face interactions within standard classroom settings. There remains a distinct shortage of studies investigating speech acts within school-based audio media platforms, particularly at the junior high school level. (Anggi Putri and Nur Azmi, 2024) point out that most speech act research in education centers primarily on teacher talk rather than analyzing how students utilize media platforms to communicate. Furthermore, standard locutionary and illocutionary theories have not yet been thoroughly applied to the specific genre of book reviews delivered via radio broadcast. This study addresses this empirical gap by synthesizing speech act theory with school radio programming to advance media-based speech literacy.

The urgency of this research lies in the critical need to develop spoken language learning resources derived from authentic student output. By analyzing speech acts in radio broadcasts, this study establishes effective communication profiles for adolescent learners. The originality of this research stems from its focus on an instructional model that pairs book

review literacy with an active student broadcasting platform. Educators can utilize these findings to develop contemporary speaking modules that align with modern communication trends. As (Haryani et al., 2025) argue, evidence-based linguistic research rooted in actual student activity is crucial for modernizing language pedagogy. This study distinguishes itself by focusing on the functional, pragmatic dimensions of language within audio media.

The primary objective of this study is to classify and characterize the various speech acts utilized by students in the school radio broadcast programs at Surabaya's State Junior High School 18. Beyond merely identifying these utterance types, the study aims to explain the pragmatic functions of these speech acts within the context of oral book reviews. Ultimately, the findings are intended to serve as an innovative instructional resource for teachers designing speaking curricula. From a practical standpoint, this research offers insights into how schools can optimize internal media facilities as engaging, recreational language learning tools. Theoretically, this study enriches the application of pragmatic linguistics to resolve real-world instructional challenges in secondary education, enhancing the dynamism and quality of junior high school student interactions.

Research Methods

This study was conducted at Surabaya's State Junior High School 18. The school was chosen as the research site because it was where the researcher taught, which made it easier to conduct in-depth and ongoing observation and data gathering. In addition, Surabaya's State Junior High School 18 has a school radio broadcast program that is interwoven with educational activities and has been in operation since 2019. This relates to the study of speech act analysis in broadcast media on radio. According to (Yani Sukriyah et al., 2024), choosing a research site should take into account the accessibility of data and its significance to the study's goals.

The object of this research is focused on school radio broadcast programs which utilize commentary texts in the form of book reviews as broadcast material. The choice of review text is based on not only supporting the strengthening of literacy culture, but also encouraging the development of communicative and structured speaking skills. Through radio broadcast activities, students are able to actualize their oral skills by paying attention to linguistic and practical aspects. Especially in the use of speech acts. This opinion is in line with (Desti Arjuni et al., 2026) who emphasized that text-based learning aims to improve students' language skills contextually and functionally. It is therefore envisaged that the location and study materials selected would be able to make a significant contribution to the growth of media-based speaking skills instruction at the junior high school level.

Speech act data from school radio broadcast activities was used in this study. Informants and documents are employed as data sources. An archive of school radio broadcasts about the use of review texts in the form of book reviews makes up this research document. Data from poll results of books chosen for book reviews and student-produced and transmitted book review manuscripts make up the school radio broadcast archive. According to (Nur Intifada Zahro et al., 2025), documents are a crucial data source in qualitative research because they can systematically capture events. This is consistent with the usage of documents as a data source.

In addition, informants, such as teachers and students, provided data sources. When it comes to planning the implementation of radio broadcast-based learning, the instructor serves as an informant. In the meantime, information about oral-based procedures in broadcast activities was provided by students, who served as the primary informants. The activities of these different data sources are intended to gather thorough information and facilitate study of the connection between junior high school speaking skill acquisition and

speech acts in radio broadcasts. This is consistent with the assertion made by (Rudi Hariawan et al., 2025) that the utilization of several data sources in qualitative research strives to increase the data's validity through triangulation procedures. The analysis of the connection between speech acts in radio broadcasts and the acquisition of speaking skills at the junior high school level is anticipated to be supported by the total data sources utilized.

Findings and Discussion

Forms of Speech Acts in Public Surabaya's State Junior High School 18 Radio Broadcasts

Locutionary speech acts, the most fundamental type of speech used in school radio transmission, are the subject of the first analysis. Locutionary speech acts are defined as linguistically significant utterances that do not aim to control or affect the speech partner's behavior. This is consistent with the assertion made by (Nasarudin et al., 2024) that a locutionary speech act is the act of expressing something with lexical and grammatical meaning without trying to change the listener's behavior. This speech act typically takes place in the context of book review broadcasts when the announcer provides listeners with objective and descriptive book information. The purpose of submitting this data is to give a preliminary impression of the identification of a work that will be reviewed. Basic information about the appropriate book can be understood by listeners of radio broadcasts through the use of informative, simple, and clear phrase structures. In light of this, the data pertaining to locutionary speech acts in the book's review broadcast is analyzed below.

Data (1)

Announcer 1: "Assalamualaikum wr. wb. Good morning. See you again with us, Thalita, Wida, and our guest star Sirly

Announcer 2: "We're back to Broadcasting Spendelas Radio... The real educational and entertaining radio. How's Sirly doing?

Interviewee: "Good morning friends... I'm fine"

Announcer 1: "This time we will review the book entitled *Laskar Pelangi* by Andrea Hirata"

The announcer's greetings "Assalamualaikum wr.wb," "Good Morning," and "The real educational and entertaining" in data (1) are typical examples of locutionary speech acts while initiating a conversation. Other than greeting the listener, this speech has no hidden meaning. It also establishes a one-way radio communication channel. Because they reveal the book's identity, sentences mentioning the book's title and the author's name are also locutionary. The information is communicated by the broadcaster without imposing any demands or directives on the audience or schoolchildren. As a result, this data demonstrates the usefulness of radio as a medium for providing school inhabitants with basic information.

Data (2)

Announcer One: "The book reviewed is published by Bintang Pustaka and is 529 pages thick"

Announcer #2: "That's right, the book reviewed by our friend is the latest print."
: "That's right... This book is by a famous writer which was also made into a film in the 2000s."

The announcer's remarks regarding the publisher, page count, and prints, with reference to data (2), constitute a locutionary speaking act. This claim is a technical detail about the book that was featured in a radio broadcast review. The purpose of communicating numerical data is not to affect the listener's feelings or behavior. In order to strengthen

review material, this information serves to supplement students' understanding of the physical structure of books. The way this information was presented clearly illustrates how radio helps junior high school students gain a broad understanding of the subject.

Illocutionary Speech Acts in Review Text Analysis

The analysis that follows focuses on illocutionary speech acts, which are important in practical studies because they have a specific goal or objective. According to Della Eka Putri et al. (2026), an illocutionary speech act is an action performed by a speaker through speech with a specified goal, such as expressing, explaining, or directing. This is consistent with their viewpoint. In the context of educational radio broadcasts, broadcasters employ illocutionary speech actions, such as reciting Andrea Hirata's novel *Laskar Pelangi*, to transmit assessments and arguments containing literary judgments. These speech acts fall into a number of categories, such as representative ones that serve to both invite and persuade the listener. Radio hosts can utilize illocutionary behaviors to convey critical opinions in order to pique listeners' curiosity and comprehension.

Data (1) can also be viewed in relation to the guest stars or sources and the announcer's speech. The announcer's speech is an example of a representative illocutionary speech performance. Listeners of School Radio can learn more about the guest stars who appeared on the Spendelas radio show that day from this story.

Information (3) "Oh yeah... do you know what this book is about?" said the first announcer. Announcer #2: "Tells about the struggle of 10 children from Bangka Belitung to be able to go to school"

Announcer #3: "That's right, in essence the author wants to convey that poverty is not a barrier for students to go to school"

According to data (3), the announcer's speech is included in the representative illocutionary speech since it attempts to provide an explanation of the novel *Laskar Pelangi*'s content or synopsis. In addition to disseminating information, broadcasters interpret a piece of writing so that listeners can comprehend the moral lesson the author wishes to impart. This speech is intended to give students at Surabaya's State Junior High School 18 more thorough explanation of the contents of reviews or the outcomes of novel reviews. The broadcaster indirectly contributes to the educational process of student listeners through the use of creative learning media by portraying the values of struggle found in the novel. This demonstrates how school radio programs can inspire students to reflect critically on a range of topics presented in literary works.

Data (4)

Announcer 1: "How about this for friends who are curious about this novel?"

Announcer 2: "Okay...you can borrow it at the Pena Suci library, State Junior High School 18 Surabaya. The reason we chose this novel is because it was based on a poll of teachers and gentlemen."

Announcer 1: "It's really true... this novel was inspired by what he said... is that true sirly?"

Source: "That's right...Come on guys..I've proven it. Immediately you can borrow it and you can find out whether the struggle of the character Ikal is the same as the one in the film *Laskar Pelangi*"

The directive category, which includes the connotation of inviting or commanding, includes the illocutionary speech acts in data (4). "Come on guys" indicates that the announcer

is asking listeners to act upon hearing the program. The term "immediately" is used to reinforce the speech's directive nature and motivate the school community to act quickly. The goal of this speech is to increase school library visits at Pena Suci Surabaya's State Junior High School 18 in order to make the school reading program a success.

In addition, directive speech acts from the announcer's question regarding the book's contents and how to obtain it can be seen in data (3) and (4). In the meanwhile, speech that responds to inquiries contains typical illocutions. Because radio is a practical medium that may elicit active participation from listeners, this speech act is particularly powerful. Data (5)

Announcer 1: "This novel has a sad writing style, you know."

Announcer #2: "I agree, because in this novel Ikal, the main character, tries to go to school and encourages other friends to be enthusiastic about school even though they are poor."

The use of expressive illocutionary speech acts reveals the broadcaster's subjective feelings or assessment, according to research (5). Speeches that use adjectives like "sad" and "very good" show gratitude for the caliber of the work under discussion. This speech aims to persuade the audience that the book is enjoyable and has a high aesthetic value. In order to increase students' interest in reading high-quality works, constructive feedback such as this is crucial in a work review. Additionally, this statement supports the broadcaster's viewpoint when offering an unbiased evaluation of a literary work.

Data (6)

Announcer 1: "Next... Sirly, what do you think are the advantages and disadvantages of this story?"

Interviewee: "Okay... that's right, Andrea Hirata... he's really good at explaining the setting and situation in detail and that's his strength... Well... the downside is that the character of Latitude is told who is a very genius. Is there a child like that... who can memorize something perfectly even though he's poor... I think it's very rare"

Announcer: "So you think the shortcomings are too much for latitude characters?"

Interviewee: yes... but it is still covered by a unique and interesting storyline. Also gives us advice, don't give up on our shortcomings."

Announcer 2: agreed.....But how does the story end?

Source: latitude works and curls continues school. Muhammadiyah junior high schools remain standing and teachers continue to teach. The sad part is that the smart latitude doesn't even go to school because she became the backbone of the family after her father died.

Based on data (6), directive illocutionary speech acts can be seen from the announcer asking the source to provide an opinion. Meanwhile, the speaker's speech is a representative illocutionary statement that expresses an opinion/assessment of the novel.

Analysis of Perlocutionary Speech Acts and Broadcast Impact

The effects of the speaker's speech on the speech partner, including direct reactions and possible effects, are known as perlocutionary speech acts. In the context of radio broadcasts, perlocutionary effects can be detected by the potential impact of speech on the listener's attitudes, comprehension, or behavior, even though they are not always readily observable

in the form of spoken responses. This is consistent with the opinions of (Mariana Helga Eka et al., 2020), who stress that perlocution is connected to the listener's experiences as a result of speech.

Data (7)

Announcer 1: "Well guys... That was a brief review of the Laskar Pelangi book review this time"

Data (7), even if the announcer's speech does not directly address the listener, the potential perlocutionary effect is still present. This conclusion serves as a summary of the book review's contents and improves broadcast listeners' comprehension of the material presented. This speech may subtly increase the listener's interest in the book under review or motivate them to become more literate. As a result, although they are possible, real perlocutions are seen in the data. According to (Eka Sulirtyowati et al., 2025), the impacts of speech actions do not always need to manifest as an explicit response; instead, they can manifest in the listener's behavioral inclinations, attitudes, or intents.

The effectiveness of this perlocutionary impact also demonstrates that broadcasters may effectively and convincingly communicate speaking skills content. This makes it possible to accomplish learning goals that are focused on helping students behave well in everyday situations. particularly when it comes to fostering a culture of literacy among students in schools.

Data (7)

Announcer 1: "That's all for today's broadcast, thank you Sirli for taking the time"

Interviewee: "Yes... you're welcome"

Announcer 2: "We apologize if there are any wrong words"

Announcer 1: "Thank you for listening to my beloved Spendelas Radio"

Announcer and Resource Person: "Wassalamualaikum wr. wb"

Data (7), The announcer's speech is part of the expressive illocutionary speech act, which serves as a conclusion to the message. "Sekin Broadcast" is used to formally conclude the broadcast. In the meantime, the phrase "Sorry" represents attempts to uphold language ethics and foresee any mistakes in communicating information in public areas of schools. In the meantime, saying "thank you" to listeners who have taken part in radio events is a way to show gratitude. In addition to making a good first impression on listeners, this courteous communication closing technique enhances school radio's reputation as an instructional medium that values language civility. This is consistent with (Syfa Hermama's, 2024) assertion that social norms and language ethics must be taken into account for efficient communication.

Conclusion

The data analysis results indicate that learning speaking skills through review texts from book reviews is significantly impacted by the integrity of the speech acts of school radio broadcasts at Surabaya's State Junior High School 18. Students can identify and communicate factual knowledge with the aid of locutionary speech acts. The purpose of illocutionary speaking acts is to improve the capacity for methodical and logical argumentation. Perlocutionary speech acts, on the other hand, can promote the development of authentic answers in the form of literacy activities. Through radio broadcast activities, students not only acquire a conceptual grasp of language, but they also actively participate in language

practice. In order to improve students' critical, conversational, and effective speaking abilities. This is consistent with the findings of (Rizkyanti Ramadhan & Rahma Ashari, 2025), who show that speaking abilities are best developed by language practice in authentic and significant contexts.

Additionally, it has been demonstrated that using school radio as a creative and diverse learning tool increases students' interest in reading and book reviews. Additionally, students' bravery to speak in front of an audience is growing. Students' confidence in oral idea expression is positively impacted by the range of speech intentions that arise, such as inviting, explaining, and offering ambitions. According to (Yunarni et al., 2025), a learning environment that offers opportunities for direct communicative practice can boost students' speaking boldness and competency.

In addition, students' comprehension of the review text's comprehensive structure is strengthened when facts and opinions are communicated in book reviews. The variety of speech act types observed indicates that school-based communication practices are dynamic, participatory, and focused on education. Teachers can therefore utilize the research's findings as a foundation for creating educational resources. The educational content in question is more relevant, relevant, and engaging for students. As a result, school radio serves as both a strategic educational instrument and an entertaining medium. A generation of literate, critical, and proficient speakers can be produced through strategic education. To facilitate the adoption of text and context-based Indonesian language learning, it is advised that school radio broadcast programs continue.

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