

CHAPTER I

INTRODUCTION

1.1 Background

Everyone needs language to express what they feel or what's on their mind. Therefore, language is very important to learn. Language is a group of words or symbols that are produced by human speech organs, then expressed to say something or to communicate with other people. With the existence of language, each region or group will find it easy to communicate with each other because they have their own language characteristics. Language begins to be learned from toddlers to old age. Language also continues to change along with the times. Starting from ancient languages, regional languages, to modern languages that are more complex and broad.

Language has a variety of meanings and unique types. One of them is speech act, which is a speech that has its own meaning. Speech act is an action that is conveyed through speech. In an utterance, more than one speech act may be conveyed. It is not only the speech that is spoken but is followed by the movements associated with the speech. In the speech act itself, there are three utterances that can be studied, namely, locutionary, illocutionary, and perlocutionary.

In addition, there are many stories that can be studied by researchers such as a conversation, delivering a message, speeches,

novels, poems, films and others. Austin (1962), performs three actions simultaneously, namely locutionary acts, illocutionary acts and perlocutionary acts. If the speaker intends to say something definite directly, without the need for the speaker to carry out the contents of his speech, his intention is called a locutionary speech act. When the speaker intends to say something directly, by using a special power, which makes the speaker act according to what he says, the intention is called an illocutionary speech act (Austin, 1962). In another statement, an illocutionary act is an act of stating something (performative) which is opposite to the act of stating something (constative). Meanwhile, if the speaker intends to cause a certain response or effect to his interlocutor, the intention is called a perlocutionary speech act.

Locutionary act are speech acts intended to state something. Example, "My body is very tired" When saying "My body is very tired", the speaker does not mean to get other people's attention by saying he is tired. But the speaker just wants to convey that he is tired. But different only if the context and the atmosphere is different. Such as if someone asks the speaker to do something, but the speaker says "my body is very tired" then the speaker informs the other person he cannot do what is asked.

In the teaching and learning process in the classroom, of course, teachers and students will often interact with each other for the smooth running of the class. And in the process, a lot of utterances were issued by

the teacher when teaching. Whether it's to explain the material, ask questions, or the discussion process. So in the process also speech acts occur. When explaining the material, the teacher will speak and give gestures by hand or other actions related to what is said. The utterance has an implied meaning unconsciously when it is done.

Illocutionary example :

Teacher : Sara, (while moving her hand as if calling)

Student (Sara) : Yes ma'am (while moving forward)

Like the example of the discourse above, when the teacher only mentions the name without saying "Come here", the student whose name is called immediately moves forward because she understands what the teacher means only by moving her hands.

Perlocutionary act is intended to influence the speech partner. "Sorry, there's a traffic jam" when the speaker says this, the speaker hopes that the speaker's opponent will forgive him for being late for an event. Yule (in Rahardi, 2005) says that in conducting discourse analysis, of course, it involves syntax and semantics, but the most important thing is pragmatics. Pragmatics is a study that studies the use of language in communication as well as the context and where the speech occurs. It is very important for the interpreter to understand the context and the place. Because if the interpreter misinterprets by not paying attention to the context and place, there will be misunderstandings.

Such as if there is a speaker who says "*Enak ya*", the interpreter must first understand where the utterance is spoken and correlate it with the meaning of the utterance. It could be the word "*Enak ya*" to say the food or drink that the speaker is tasting, but it can also be used to insinuate other people when the speaker is working, but her co-worker arrives late. so it is very important for the interpreter to understand the meaning.

This research has been studied by many other researchers. However, there are still many new researchers who study the same object because speech acts are very interesting to study. However, researcher still present this research differently from other studies. The researcher took this title because the researcher saw a problem in the speech act. The problem is that sometimes the speech partner misinterprets what is said by the speaker if they does not pay attention to the meaning and context as a whole. As a result, miscommunication occurs between the speaker and the speech partner.

1.2 Statement of the Problem

Based on the background above, the researcher raised two problem formulations to be discussed.

1.2.1 What forms of speech acts are spoken by Teachers at SMA Tododara?

1.2.2 What are the function of using speech acts in classroom?

1.3 Scope of the Study

In this study, the researcher limited her research by only examining teachers who teach in the second grade class IPA at SMA Tododara Maitara so that the research is more focused.

1.4 Objective of the Research

As is known in the statement of problem, the researcher wants to know the object as follow.

1.4.1 To identified the forms of speech acts are spoken by Teachers at SMA Tododara.

1.4.2 To identified the function of using speech acts in classroom.

1.5 Significance of the Study

This research is expected to provide benefits for those in need, both theoretically and practically.

1.5.1 Theoretical Significances

This research is expected to be a new source of speech act and pragmatic theory

1.5.2 Practical Significances

1.5.2.1 For Author

The researcher hopes that with her research, it can become a new knowledge that can be applied again in the future.

1.5.2.2 For the next researcher

The researcher hopes that the results of this research will be able to help fellow students and the academic community out there who want to study the same research.

1.6 Review of the Literature

To support this research, the researcher looking for several previous studies that discuss the same object.

First, Yuliani (2020) in her script with title "*An Analysis of Speech Act Produced by Teacher and Students to Facilitate English Teaching and Learning Process in Class XII IPA 2 SMAN 1 Wangi-Wangi*". The conclusion in her thesis is that there are three types of speech act produced by English teacher and students. Froms 68 utterances of English teacher, 9 utterances in assertive act, 5 utterances in expressive act and 54 utterances in directive act.

Second, Nurhidayah Permata Nurani (2015) with title "*A Pragmatic Analysis Of Classroom Speech Acts In The English Teaching And Learning Process At SMA N 1 Purworejo*", she conclude that asking or questioning became the most dominant illocutionary force of directives produced by the teacher which was realized in 286 instances (65.00%) Illocutionary data.

Third, Asrini Haeruddin (2012) with title "*Speech Acts Used By The Teacher In Teaching And Learning Acrivities Of Second Grade At*

SMP Negeri 3 Ternate”, she conclude that in the classroom, teachers tend to use the pattern of asking questions. the teacher also uses Indonesian more, although there are also times when the teacher uses English. This is because the subject taught by the teacher is English. The teacher only adjusts the students' abilities so that they use Indonesian more. And the results found by the researchers showed that teachers used yes/no questions more often because they had to be adapted to the students' English skills.

Fourth, Try Fahmi Umar (2016) With Title “ *The Analysis Of Speech Act Of President Joko Widodo At Apec Forum*”, he conclude that the writer just focused on analyzing speech act in kinds of communication function in illocutionary act and perlocutionary act contained in the speech of President Jokowi. The perlocutionary act in this speech has the effect or response from the audience after hearing a speech by President Jokowi in APEC, Beijing 2014.

In the first study written by Yuliani, both use the form of speech acts from Searle, namely assertive, directive, commissive, expressive and declarative. However, Yuliani took the object of the English teacher's research. While this study took all teachers as the object of research. In the second study, the researchers also took all English teachers as objects. The difference with this research is that they limit the problems of pragmatic theory such as deixis, cooperative principle, implicature, presupposition and speech acts.

In the third study, the problem studied by the researcher was different from this research. If the third study focuses on the problem of verbal speech act and speech act mode, this research focuses on the types of speech acts and the function of speech acts. And in the fourth study, the researcher only focused on the form of illocutionary speech acts. In contrast to this research, which focuses on the three forms of speech acts proposed by Austin, namely locutionary, illocutionary, and perlocutionary.

The four studies above each contributed to this research, starting from providing information about the types of speech acts, pragmatic theory, how to collect data, and how to process data properly.

1.7 Theoretical Bases

1.7.1 Pragmatic Theory

Based on the title raised by the researcher, that the theory used in this research is pragmatics. Because pragmatics studies the external context and meaning of language. Such as how the language or speech exists and is followed by elements that influence the intent of the utterance.

According to Yule (1996), pragmatic is the study of relationship between linguistic forms and the users of those forms. The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purpose or

goals and the kind of action (for example, request) that they are performing when they speak. The big disadvantage is that all these very human concepts are extremely difficult to analyze in a consistent and objective way.

Two friends having a conversation may imply some things and infer some others without providing any clear linguistic evidence that we can point to as the explicit source of "the meaning" of what was communicated. I heard the speakers, I knew what they said, but I had no idea what was communicated.

Her : So – did you?

Him : Hey – who wouldn't?

Thus, pragmatics is appealing because it's about how people make sense of each other linguistically, but it can be a frustrating area of study because it requires us to make sense of people and what they have in mind. Pragmatics is the rules of language use, namely the selection of language forms and the determination of its meaning in relation to the speaker's intent in accordance with the context and circumstances.

According to Yule (1996:3), firstly, pragmatics is the study of utterances as communicated by a speaker and interpreted by a hearer. Secondly, pragmatics is the study of contextual meaning. It requires a consideration of how a speaker organizes what he or she wants to say. Thirdly, pragmatics is the study of how the hearer

gets the implicit meaning of the speaker's utterances. The last, pragmatics is the study of the expression of a relative distance. It is assumed as the study of the relationship between linguistics forms and then users of those forms.

In the broad sense, through pragmatics the interlocutor must be able to grasp the message of the utterances by being aware that the words or phrases contain deeper meaning than literal meaning of what is spoken. In line with this, Richard Schmidt (2002) argue that pragmatics is the study of the use of language in communication related to sentences and the context and situations in which they are used.

1.7.2 Speech Act Theory

A speech act is an utterance in which there is an action. Austin (1962) states that basically when someone says something, they also does something. By telling an utterance, the narration has a goal to be achieved from its interlocutor. Speech act theory is a theory that tends to examine sentence structure. If someone wants to say something to someone else, then what he says is the meaning or purpose of the sentence. However, to convey the meaning or purpose, the person must put it in the form of speech acts (Austin, 1962).

In the process of an utterance, speakers need speech partners for good communication to occur. Leech (1993:19-20) states that a

speech act includes (1) the speaker and the speech partner (2) the context of the speech (3) the purpose of the speech (4) the speech act as a form of action or activity (5) speech as a product of verbal acts.

Austin (in Subandowo, 2014: 26) distinguishes speech acts into three types, namely:

1) Locutionary Act.

According to Rahardi (2005:71), locutionary acts are speech acts with words, phrases, and sentences according to the meanings contained by these words, phrases, and sentences. In locutionary acts, the intent and function of the speech conveyed by the speaker is not questioned. For example, an utterance that reads "my hands are itching", locutionary is intended as a statement that describes the physical condition of the speaker who is feeling itchy on his hands.

2) Illocutionary act.

According to Rahardi (2005: 35), illocutionary speech acts are acts of doing something with a specific purpose and function. This illocutionary speech act is usually related to giving permission, saying thanks, ordering, offering, promising, and so on (Chaer in Subandowo, 2014: 29). As Yule (1996:48) said, illocutionary acts are carried out through the communicative power of an utterance, such as promising, apologizing, offering.

3) Perlocutionary act.

According to Rahardi (2005: 36), perlocutionary acts are acts that have an effect on the speech partner. The example of the speech "my hands are itching" can be used by the speaker to create the effect of fear in the speech partner. This fear arises, it could be because the speaker is a bouncer by profession.

Searle (in Rahardi, 2005) classifies the illocutionary speech acts into five kinds of speech forms, each of which has a communicative function. The five kinds of speech forms that show the function can be summarized as follows:

- 1) Assertives, namely speech forms that bind speakers to the truth of the propositions expressed, for example stating, suggesting, boasting, complaining, and claiming.
- 2) Directives, namely the form of speech that is intended to influence the speech partner to take action, for example, ordering, commanding, requesting, advising, and recommending.
- 3) Expressives are speech forms that function to express or show the psychological attitude of the speaker towards a situation, for example thanking, congratulating, blaming, praising, , condolences.

- 4) Commissives, namely speech forms that function to state promises or offers, for example promising, swearing, and offering something.
- 5) Declarations, speech forms that connect the contents of the speech with reality, for example resigning, dismissing, baptizing, naming, appointing, excommunicating, and punishing (sentencing). Speech act theory or speech form has more than one function. The opposite of this reality is the fact in actual communication that one function can be stated, served or expressed in various forms of speech.

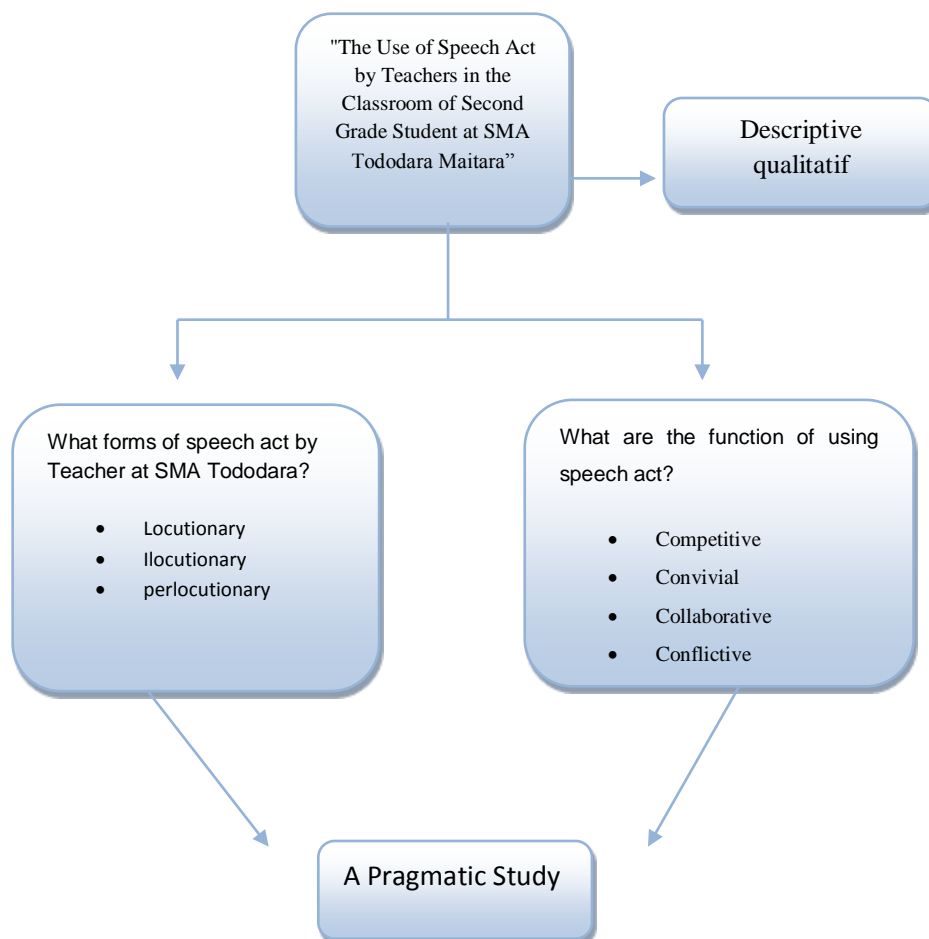
1.7.3 The Function of Speech Act

If every utterance is considered as an action, it means that every time there is a speaking activity there is also a speech act. Thus, speech acts can be described as things that communication participants do when they speak. Terminologically, speech acts can be defined as the smallest unit of speech activity that has a function (Richard, 1995:6). For this reason, speech contains a functional unitary action in every communication that occurs.

The function of speech acts that occur in speech events is related to the use of language in communication. Leech (1993:162) describes four functions of speech acts based on the relationship of illocutionary acts with social goals in determining and maintaining and maintaining respect and polite behavior, including competitive functions (competing), convivial

functions (fun), collaborative functions (cooperating), conflicting (contradictory) function.

1.8 Conceptual Scheme



In this research, the researcher uses a qualitative descriptive method with a pragmatic approach to always direct the researcher where this research is going. There are also two statement of problem that are focus of this research.

1.9 Method and Techniques

1.9.1 Method

The research method is a method used to determine where the research direction is going so that the desired data can be obtained. Without the research method, the direction or purpose in the research process will be inconsistent with what the researcher wants, in this study "The Use of Speech Act by Teachers in the Classroom of Second Grade Student at SMA Tododara Maitara" using descriptive qualitative methods.

Descriptive qualitative is a combination of descriptive and qualitative methods. That is a qualitative data that is processed and then described descriptively. In this method, the data will be displayed as is without manipulation. The type of research that is often used to use this method is to analyze a phenomenon, social situation, and an event. Researcher use this method so that the data obtained can be processed descriptively and in detail.

1.9.1.1 Population

The population is the whole object of research and can only be done for a finite population with a number of subjects that are not too much. And the population taken in this study was only second

grade students at SMA Tododara Maitara. Which has approximately 44 students and 17 teachers.

1.9.1.2 Sample

The sample is part of the data or certain people that will be used or taken as an experiment / tester for how to see whether the temporary data is estimated whether it still exists or not, nothing but to support the research to be carried out, namely "The Use of Speech Act by the Teachers in the Classroom of Second Grade Student at SMA Tododara Maitara".

In second grade student of SMA Tododara, there are two classes, namely class IPA and class IPS. Each class consists of 21 students and 10 Teachers. Researcher only do it in class IPA. The researcher also took all students who were in the class IPA because the number was less than 100 people. As stated by Arikunto (2010: 112), if the subject is less than 100 people should be taken all, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more.

1.9.1.3 Location

The location of this research is in SMA Tododara Maitara, North Tidore.

1.9.1.4 Kinds of Data

1.9.1.4.1 Primary data

Primary data is data that is obtained directly in the field. This data was taken by means of observation, interviews, and other ways to obtain information from the object of the study.

1.9.1.4.2 Secondary data

In secondary data, the researcher collect information from pre-existing data as a reference in compiling this research.

1.9.2 The Technique of Collecting Data

The data collection technique is a step that makes it easier for researcher to get down to research later. Due to the existence of data collection techniques, the data that will be obtained by researcher later is easier.

1.9.2.1 Observation

According to prof. Heru (2006), observation is an observation that is a case study or learning that is carried out intentionally, directed, sequentially, and according to the purpose. Recording of observation activities is called observation results. The results of these observations are described in detail, precise, accurate, thorough, objective, and useful.

Before the researcher went on to research in the field, the researcher would observe the condition of the school there as well as the condition of the students during the teaching and learning

process. This is done so that researcher can adapt to the environment and the students.

1.9.2.2 Interview

After the researcher conducts the research, the researcher will interview teachers at SMA Tododara about the student learning process and others. The researcher will also interview some of the students there, whether they are things by the way the teacher teaches or what they says.

1.9.2.3 Recording

Recording is the easiest and safest way in this research technique. This is because researcher can listen to what the teachers is talking about in class while imagining the style played by the teacher. Researcher will also write important speech points during the teaching and learning process.

1.9.3 The Technique of Data Analysis

In this process, researcher re-confirm the data we have obtained and adjust it with the school, such as the principal, teachers, and some students.

1.9.4 Data Interpretation

The researcher uses pragmatic theory in approaching this research, and qualitative methods to strengthen the data.

1.9.5 Data Analysis

Data analysis is a data processing process to obtain new information which also makes it easier for researcher to research other object. As said by one expert on research methods, Lexy J. Moleong, data analysis techniques are analytical activities in a study that are carried out by examining all data from research instruments, such as notes, documents, test results, recordings, and others. This activity is carried out so that the data is easier to understand, so that a conclusion can be obtained

1.9.6 Conclusion

This conclusion is the final result of processing the data that researcher have collected to be used as research sources. Do not forget the flow and processes that researcher do to complete this research.