

CHAPTER I

INTRODUCTION

This chapter presents seven parts namely research background, problem identification, research questions, research objectives, research limitation, research significances, and definition of key terms.

1.1 Research Background

Language is a human communication system that comprises the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances (Richard and Schmidt, 2002). It is used to express our minds and feelings, such as saying hello and goodbye, asking queries, making requests, criticizing, apologizing, promising, and so forth. In the education world, language is a social activity (Tamara, 2014). Intentional interaction during the teaching-learning process in the classroom occurs between teacher and students by using language. Through their speech, teacher and students establish communication properly to achieve better learning outcomes. For example, a teacher produces utterances in the form of instruction and the students have to understand the context what they are intended to do.

Pragmatics is a linguistics branch which is associated with meaning in context. Yule (1996) defines it as the study of the relationship between the linguistic form (structure) and the user of that form. It is about the interaction of semantic knowledge with our knowledge of the world by taking contexts of use into account (Griffiths, 2006). In short, pragmatics deals with how a speaker uses his language repertoire within a context to interact with others. Furthermore, it is important both for the speaker and listener to have pragmatic language skills to develop relationships and communication abilities in various contexts. Their linguistic knowledge, the utterance context, knowledge about the

status of those involved, and the speaker's inferred intention are several issues that determine how the meaning of utterances is successfully transmitted. In the context of English language teaching and learning, pragmatics may be reflected in the use of language functions stated in learning materials.

In pragmatics area, the language function is studied in speech acts (McCarthy, 1991). Speech acts are utterances that are used to conduct a particular action. However, if we refer to other concepts of speech acts, every utterance basically holds three elements: locution, illocution, and perlocution. Locution is what the speaker says, illocution is the purpose of what the speaker says, and perlocution is the effect of what the speaker says (Cutting, 2002 in Widya, 2017). From those three acts, Yule (1996: 49) states that the illocutions are the most often discussed acts in pragmatics. Moreover, the concept of speech acts is specified in illocutionary acts. The realization of language function is not only found in the learning materials but also in language used during the teaching and learning process in the classroom. The teacher teaches language through what is stated in the learning content as well as the instruction he/she mentioned. Language functions such as greeting, asking questions, replying to questions and answers or giving instructions are some examples teachers mostly apply in the classroom.

The whole utterances which are used as a medium in classroom communication belong to classroom speech act. It focuses on the speech acts used in the classroom context. It deals with how language is related to the context in which it is used (McCarthy, 1991). As proposed by Cazden (in Merdana, et.al, 2013), the teacher utilizes language to transmit learning content, controls the communication and portray his/her personal identity. Controlling, organizing, and motivating are the three instructional functions that are related to the interpersonal aspect of classroom discourse (Johnson, 1997 in Merdana, et.al, 2013). A classroom speech act is such an important issue for teachers as it can provide information

on what kind of teaching behaviors they perform extensively in communicating with their students. Hence, it shows the quality of verbal interaction in the classroom (Merdana, Seken, Putra, 2013). In line with this idea, Consolo (2006) also claims that students' language development is greatly influenced by the use of various language functions in the classroom in the interaction between teachers and students. However, in the EFL classroom setting, such as in Indonesia, teachers and students should pay attention to several things, such as idiomatic expressions and cultural norms (Hidayat, 2016). These factors could be troublesome to the hearers if they do not understand the utterance meaning. It is due to the fact that their assumption on their first language rules and conventions are also applicable to the foreign language. It can also be caused by their ignorance toward the idiomatic expressions and cultural norms in a foreign language. For example, the language function of advising can be misinterpreted into something offensive, such as an act of criticizing. Blum-Kulka (1983) in Hidayat (2016) argues that non-native speakers do not realize the negative impact they may have when they simply transfer L1 pragmatic rules into the L2 during interacting in the second language. Furthermore, Altman (1990) in Hidayat (2016) asserts that non-native speakers of English with numerous different L1s have a tendency to rely on forms associated with direct advice or softened advice, such as *should* or *had better*. Besides giving advice, Fujinomori (2004) in Hidayat (2016) also mentions other language expressions that are frequently found problematic for EFL/ESL learners such as requests, apologies, refusals, and compliments. It is supported by the research conducted by Karimnia and Afghari (2011) who highlighted different ways in complimenting between Americans and Persians which proved that culture contributes to a different style of language use. Moreover, the important role in cross-cultural pragmatics is also pointed out by a lot of studies on refusals across languages (Lin, 2014), e.g., Mexican Spanish and American English (Félix-Brasdefer,

2003, 2004, 2008, 2010), Egyptian Arabic and American English (Nelson, Carson, Al Batal & El Bakary, 2002), Jordanian EFL learners (Al-Issa, 2003), and Japanese and American English (Beebe et al., 1990; Gass & Houck, 1999). Thus, speakers need to grasp what they do in their first language to be able to recognize what is transferable to other languages.

Besides cultural matter, teacher's language is one of the other important factors which determine the success of English teaching and learning process. In the EFL classroom setting, the English teacher, which is a non-native speaker of English, experiences problems in delivering the lesson using English and making the students understand the instructions in English. Nuraini (2015) finds that Indonesian students get misunderstanding toward the teacher's use of speech acts in the classroom for uttering speech acts inappropriately. Various interpretations may come into students' minds only from a simple utterance spoken by the teacher. It is caused by the teacher's failure on using IFIDs (Illocutionary Force Indicating Devices) or determining to use either direct or indirect speech act in a particular situation. The actual context and pragmatic knowledge of the teacher's speech act determine the students' understanding of the message. For instance, when the teacher chooses to be more indirect to the students, her utterance such as "How dirty the classroom is!" can be interpreted in two ways. Firstly, dealing with the locutionary act, it can be understood as the teacher who is simply expressing his dismay about the physical situation of the classroom. Secondly, in terms of the illocutionary act and its force, the utterance can be categorized as a directive act with the function of commanding. When the teacher produces the utterance, she tries to ask the students to clean the classroom as soon as possible before the lesson starts. However, when the teacher prefers to be more direct, such as by saying "Clean the classroom, please!", it will be likely to get easily understood by the students and makes them to do the action as expected.

Therefore, both the teacher and students need to have pragmatic competence so that they will be able to communicate effectively. Pragmatic competence which involves being able to use languages in interpersonal relationships regarding social distance and indirectness is indispensable in their face-to-face interactions in a foreign language (Sadeghoghli and Niroomand, 2016). The appropriate use of language in the classroom is the key factor to build effective communication between them (Richmond, et al, 2009). It also affects the students' learning process and progress (Celce-Murcia, 2000).

Another reason for conducting this research is characteristics differences among different generations. In educational field, there has been found a lot of teachers who are dissatisfied with their students' behaviors which are different from that of their childhoods (Sriprom, et.al, 2019). The gap occurs between them causes misunderstandings, misperceptions, and lack of compassion. It is because each generation shares their own "peer personality" and it leads to collective thought. It means someone may think that the generation from where he/she was born will be similar to other generations. However, a report conducted by Nielson Holdings Plc. (2018) in Sriprom, et.al (2019) find that different generations bring out their own unique behaviors that present unique challenges for others. It makes teachers need to be aware of these generational differences to help them find and integrate the most appropriate pedagogical techniques for students of Gen Z (Ferrari, 2018 in Sriprom, et.al, 2019). Gen Z or post-millennials students are those who were born in the late 1990s to mid-2010's. When the concept of gen Z is directed to the primary school level, then the group of gen Z belongs to the category of young learners. According to the National System of Education Act No.20/2003 item (1) of Article 6, it is obligatory for all Indonesian citizens between seven to fifteen years old to enter the basic education, which further categorizes them as young learners (gen Z). In their era, information technology has developed rapidly. Growing up in a tech savvy environment

leaves them with some characteristics such as innovative, criticizer, loyal, open-minded and multitasking. Besides, they are considered for having a short attention span, lack of collaboration and communication skills (Sriptom, et.al, 2019). However, to anticipate the absence of technology in the classroom, the teacher should focus on activity and interaction, rather than memorization and rules (Miriam, 2011 in Harmanto, 2013). It is suggested for teachers to use the Total Physical Response method which allows students to learn by doing or real communication instead of repetitive reading or writing. Thus, it is clear that teachers should understand that the characteristics of gen Z are truly different from the previous generations. Their belief and knowledge about what is important to teach, how students learn, how to manage students' behavior and meet external demands are such significant matters to consider before entering the classroom.

Apart from the phenomena encountered in the classroom above, research on teacher's speech acts especially in the EFL context has not been done adequately. Most previous researches focus on the speech acts used in political speeches, movies, novels, and short stories. To break the research scarcity, thus, this research was conducted.

SMP Negeri 2 Bangli is one of state junior high schools in Bangli Regency. The English teaching-learning process in the school was conducted by three English teachers for four lesson hours per week. It was expected that the students practice the English language during the English lesson. In the classroom, the English teachers gave various instructions to ask the students to open the textbook, do the task, to submit the homework, and so on. The teacher's instructions were in the form of language functions, such as the acts of transferring knowledge, organizing activities, managing classrooms, and giving instructions. In pragmatics study, they were related to the concept of speech acts, or illocutionary acts in specific. Seeing the phenomena described above, the researcher needed to investigate the speech acts implemented in EFL classroom conversation, including the

types of speech acts used by one of the English teachers in her classrooms as well as their functions. In addition, students' perlocutionary acts towards the teacher's speech acts were also elaborated to know how far the classroom communication and teaching-learning process run effectively. Thus, the research entitled "An Analysis of Speech Acts Used by the Seventh-Grade Teacher of SMPN 2 Bangli in EFL Classroom Interaction" was necessary to be conducted.

1.2 Problems Identification

Language plays a fundamental role in the teaching and learning process. It is through language, the success of the teaching and learning process is determined. Nevertheless, some of the times, misunderstandings or misconceptions in communication may occur in an instructional setting. It further may lead to communication breakdown. Following several phenomena occur in today's classrooms, the problems of the study could be identified as follows:

1. There were differences in terms of language rules and conventions, idiomatic expressions and cultural norms between the first language and foreign language. They were matters that teachers and students should be aware of in teaching and learning English as a foreign language in the classroom.
2. Non-native English teachers in Indonesia experienced problems in delivering the lesson using English and making the students understand the instructions in English. It was mainly caused by the teacher's failure on using IFIDs (Illocutionary Force Indicating Devices) or determining to use either direct or indirect speech act in a particular situation.
3. Teachers and gen Z students came from different generations which demanded different pedagogical methods in dealing with their learning needs and styles.

1.3 Research Questions

Based on some reasons explained in the background of the study above and to attain the goals, the researcher studies the questions as stated below:

1. What are the types of speech acts used by the EFL teacher in teaching English at SMPN 2 Bangli?
2. What are the functions of speech acts committed by the EFL teacher in teaching English at SMPN 2 Bangli?
3. What are the perlocutionary acts performed by the students as the consequences of the illocutionary forces committed by the EFL teacher at SMPN 2 Bangli?

1.4 Research Objectives

Based on the problems of the research, the research objectives can be formulated as follows:

1. To find out the types of speech acts used by the EFL teacher in teaching English at SMPN 2 Bangli.
2. To find out the functions of the speech acts used by the EFL teacher in teaching English at SMPN 2 Bangli.
3. To find out the perlocutionary acts performed by the students as the consequences of the illocutionary forces committed by the EFL teacher at SMPN 2 Bangli.

1.5 Research Limitation

There are a lot of parts of pragmatics study. One of them is speech act which comprises three parts – locutionary, illocutionary, and perlocutionary acts. Due to the limitation of time, this research was limited only to analyze the types and functions of speech acts performed by the English teacher during the teaching and learning process in

the seventh-grade classes at SMPN 2 Bangli. The researcher employed Searle's theory in analyzing the teacher's illocutionary acts. Besides, the researcher investigated one of the three English teachers who were fully responsible for teaching English at the school. It was regarding the teacher's willingness to be the subject of the research and more regular teaching schedules in the second semester of the academic year 2018/2019.

1.6 Research Significances

The research result is supposed to give significances as follow:

1. To enrich the literature on the study of speech acts, especially related to the ones used by English teachers in the classroom context
2. To provide the teachers' insights about classroom speech acts and pragmatics
3. To provide ideas for the teachers on how the use of speech acts may affect the teaching-learning process, including the students' character development and academic achievement.
4. The teachers will feel encouraged to improve their teaching ability by doing some reflection and evaluation on the speech acts they use in the classroom.
5. To ease the students to get the teacher's illocutionary speech forces to understand the learning materials as well as communicate well in their daily communication.
6. As a following-up reference for future researches in other pragmatics concepts and contexts.

1.7 Definition of Key Terms

The following are some definitions to make the readers understand some terms used in this study.

1. Speech Act

Yule (1996) says that speech acts are actions performed via utterances. Every utterance both spoken and written is human's speech acts. It is an action of human which occurs while a language is produced. It can be in the form of complaint, invitation, apology, promise, request, and many more.

2. Locutionary Act

Yule (1996) mentions that locutionary act is the basis of utterance or that of producing a meaningful linguistic expression. The speaker does not have any intention when he/she produces the utterance. It is the act of simply uttering a sentence from a language.

3. Illocutionary Act

It is said by Yule (1996) that illocutionary act is a certain communicative purpose made by speaker or actions performed via communicative force of utterance. Here, the speaker intends to do something by producing an utterance. It may include stating, questioning, promising, thanking, apologizing, offering, predicting, ordering, and requesting.

4. Perlocutionary Act

Perlocutionary act is the utterance of the speaker which brings effect on the hearer (Yule, 1996). The hearer will perform an act which is affected by what the speaker has said. It may result in some effects, such as making the hearer think about, bringing the hearer to learn that, getting the hearer to do, persuading, causing the hearer to be embarrassed, getting the hearer to be intimidated, causing the hearer to get bored, making the hearer be irritated, or inspiring the hearer.

5. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) is where English is taught at schools in countries in which the people there do not use English as their native language. In Indonesia, where local language and Indonesian language act as the mother tongues, English is recognized as a foreign language.

6. Classroom Interaction

Classroom interaction involves teacher and students as interactants in using the target language (Sundari, 2017). The teacher mostly initiates and maintains communication in the classroom. As a key holder of classroom communication, he/she plays the main role to manage classroom participation and stimulate student language production.

