CHAPTER I

INTRODUCTION

In this chapter presents several points, including research background, research questions, problem identification, research objectives, research significance, research scope, and limitation.

1.1 Background of the Study

Language is one of the most basic communication tools. Through language, we can communicate with each other. Language is used as a tool to express information, ideas, and thoughts. Human beings use language to communicate with each other, express reactions to current situations, respond to other people, and think about things (Pusposari, D. 2017). Human beings are obliged to learn languages, such as studying the regional language, namely Balinese, the national language, namely Indonesian, And no less important than learning an international language, namely English.

English has a very important role for humans, tourism workers, offices, and students as a means of communication with foreign speakers and to support students in learning more in other fields of study. Therefore, the 2013 curriculum developed today aims to prepare students to have competencies that reflect on their own experiences and the experiences of others, express ideas, and other people's cultures (Zascerinska, J. 2010). To make learning a language easier, students need a language teacher whose role is to support and facilitate learning.

In this case, the teacher play important role in the language learning process, more precisely English for both workers and students (Fredriksen, K. & Rhodes, J. 2004). As a student, it is very influential on the teacher in the learning process, because the teacher is demanded and imitated by students. As a teacher presenting the material, it is required to be interesting, so that students become interested in participating in language learning. If students are interested in participating in learning, students will follow the learning comfortably and happily. Then students will be focused on following the lesson, so that knowledge will increase after following the lesson.

Based on the initial observations made by the author, when carrying out PPL Real activities at SMP Negeri 1 Sawan. The researcher found an interesting topic to use as research, namely the speech acts used by English teachers during the learning process. In learning the teacher's actions act as speakers and students' actions act as listeners. In his book Speech Acts, An Essay in the Philosophy of Language (1969) John R. Searle shares his thoughts and knowledge about speech acts, which caused the word "speech acts" to become famous. As defined by Searle, is a theory that looks at how the meaning of the language used in utterances relates to the actions performed by speakers.

Discussion of language and communication in society is very closely related. Speech Act Theory. Speech act theory emerged from a philosopher named John Austin in 1962. Speech acts are three speech acts that are

performed simultaneously when someone produces an utterance. They are locutionary acts, illocutionary acts, and perlocutionary acts.

First, locutionary acts are actual forms of words that have literal meanings. There are four forms of sentence structure, namely the declarative form, the interrogative form, the imperative form, and the exclamatory form. The declarative form is a speech that contains a statement or information about something. The interrogative form is speech in the form of a question. The imperative form is utterances in the form of commands, invitations, warnings, congratulations, etc. Finally, the IS exclamation form is a spontaneous utterance by the speaker toward something.

Second, the illocutionary act is a function of the speech itself, namely the act of doing something and conveying what is in the mind of the speaker. Searle (1979) classifies illocutionary acts into five types, namely; Representative, directive, expressive, commissive, and declarative. Representative is an illocutionary act related to the speaker's belief, which carries a true or false value. Examples are informing, stating, arguing, clarifying, convincing, agreeing, describing, protesting, reminding, reporting, etc. Directives are illocutionary acts in that the speaker attempts to get the listener to do something. For example, ordering, asking, inviting, suggesting, etc. The commissive is the illocutionary act of the speaker committing to do something in the future. Examples are promises, threats, pledges, refusals, orders, and voluntary. Expressive is an illocutionary act to express the psychological state of mind of the speaker. For example

statements of joy, disappointment, joy, sadness, and others. Declaration is an illocutionary act that aims to change the situation, it can be known when the listener's status changes. Examples are declaring, baptizing, approving, abbreviating, resigning, and so on.

Lastly, the act that will be displayed is the perlocutionary act. Perlocutionary act is the result or consequence that arises from the utterance. This action is the result of speech and forms the listener's reaction. Because the perlocutionary act is focused on the listener rather than the speaker, perlocutionary act theory is not discussed in this arc. In addition, this study focuses on the two previous acts, locutionary acts, and illocutionary acts, both of which simultaneously appear as someone who produces utterances.

In education, it can be considered a good source for finding speech acts, because in education there are many utterances uttered by teachers which represent communication with students during learning. The teacher acts as a subject in this study. The teacher who was used as the subject of this study was an English teacher in the eighth grade of a junior high school. Every utterance delivered by the teacher becomes the data analysis in this study.

Interesting learning will help improve students' abilities in the learning process (Trevarthen, C. 2004). Which in this case is how the teacher gives speech acts to students. Do students understand the speech acts given by the teacher in the learning process or do not understand them at all. Therefore, the researcher analyze speech acts between teachers and

students in the process of learning English in junior high school. This study has a purpose, namely to determine the types of speech acts of English teachers to students in the eighth grade in junior high school. So that this research has the functions of a language teacher's speech acts to his students.

1.2 Problem Identification

Speech act is a theory assumes that the meaning of an expression can be explained by following the rules that apply when performing speech acts, explain the meaning of using words and sentences when speaking. Speech acts theories related to utterances that can be used to influence listeners to respond to utterances by speakers. And, it is important to check actions as they are often used accidentally in everyday communication. The researcher hopes to research this issue to better understand and realize the speech acts used in ordinary conversation. After looking at several appropriate sources to be applied in this study, the researcher came up with using the teacher's speech during the learning process as research to find speech acts. The learning process contains many utterances produced by the teacher which represent the communication of everyday life in the field of education.

1.3 Research Scope

In this study, the researcher will try to observe and describe speech acts between teachers and students in learning English at SMP Negeri 1 Sawan. The discussion of this research focuses on the interaction between

teachers and students in the concept of speech acts, namely illocutionary act.

1.4 Research Questions

From the explanation before we can assume the research question is as follow:

a. What are the types of speech acts the English teacher used to students in the eighth grade in SMP Negeri 1 Sawan?

b. What are the functions of speech acts the English teacher used to students in the eighth grade in SMP Negeri 1 Sawan?

1.5 Purpose of the Study

Based on the research question, the purpose of the study is as follows:

a. To find out are the types of speech acts the English teacher used to students in the eighth grade in SMP Negeri 1 Sawan.

b. To understand are functions of speech acts the English teacher used to students in the eighth grade in SMP Negeri 1 Sawan.

1.6 Significance of the Study

This research is expected to have value and be useful for students, teachers, and other researchers. Hope this research helps students, especially the primary English Department students, in learning more about speech acts. Hopefully, this research will help improve and add to the scientific resources available to the teacher, especially in the English Department, for

teaching speech acts. It hopefully offers references and evidence to direct other researchers' subsequent investigations into speech acts.

1.7 Limitation of the Research

The research would focus on the types and functions of speech acts produced by the junior high school English teacher in the learning process. The speech act would be analyzed is illocutionary acts. All of the forms would be analyzed in the utterances produced by the junior high school English teacher in the learning process.