CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication plays an important role as the main part of social interaction in human life. It is defined as the process which allows interaction between sender and receiver, which involves the act of transmitting or exchanging verbal and non-verbal information in the forms of knowledge, experiences, ideas, and feelings (Sharma, 2017). The verbal and non-verbal information can be in the forms of speech, gestures, words, symbols, signals, writing, and so on (Munodawafa, 2008). Two common elements in any communication are the sender who initiates communication and the receiver who receives the message (Lunenburg, 2010). In communication, language is the tool that is used to transfer the information.

Language is the means of communication between the members of the community in the form of symbolic system that composes of sounds, hand gestures, or letters which facilitate human expression (Moats, 2020). It stands at the center of human affairs (Gowasa et al., 2019) since it makes the transmission of the thoughts, ideas, concepts, and feelings in communication possible. Therefore, being able to communicate using language effectively is an important life skill to be able to function effectively as a social being. In using language, however, people do not just use it to form grammatically correct sequences of sentences. It is because people do not just say what they want to say. They have a different meaning that they seek. In other words, there is always a motive, purpose, or intention behind an utterance. This phenomenon in language is commonly studied in pragmatics; a

study which believes that what is communicated is more than what is said (Hidayat, 2016).

Pragmatics studies the utterances that a speaker produces in communication which contains deeper sense than the actual meaning of the sentences (Novelly & Agustina, 2021). This study is greatly related to the context or situation in which the utterances are said. Therefore, it becomes essential to pay attention to the context. According to Yule (1996) the study of meaning in pragmatics is related to the speech situations. Following questions like who the speaker and receiver are, when the utterance is said, where it takes place, and under what circumstances it takes place will really determine the way the utterances are said and what is wanted to be said. There are some factors that establish pragmatics, which includes speech act (Hidayat, 2016).

According to Bayat (2013), when using language, people do not only produce sentences but also perform an action. In other words, they either do something or make others do something by using language. This is the focus of speech acts; the relationship between language and act (Wijana, 2021). Speech acts allow people to perform a wide range of actions such as giving information, ordering, asking, thanking, apologizing, commanding, requesting, and the like (Gowasa et al., 2019). Since such phenomena of speech acts are very common in daily life, they can happen everywhere, including in the classroom setting. It is because the teaching and learning process involves a lot of interactions where the teacher and students produce a number of utterances especially during language class. This particular language used in the classroom setting is known as classroom speech acts.

The use of classroom speech acts is closely related to the teachers' role in the classroom as the ones who instruct students and lead them in the learning process. Husna et al. (2022) add that teachers have the roles as authority figure, director, manager, conselor, guide, and even such closer roles as friends and parents. Andewi and Waziana (2019) also emphasize that the instructional functions of classroom speech acts are basic to teacher function in the classroom, which can be divided into three namely control, organization, and motivation. In order to fulfill those roles, teachers will most certainly use speech acts in the classroom in order to make the students do something. This makes the use of speech acts by teacher very important since it will support and enhance the learning process. Classroom speech acts determine the quality of verbal interaction in the classroom (C.J., 2018).

Sometimes, however, the speech acts delivered by the teachers can be difficult to be understood by the students, which causes misunderstanding in interpreting the messages (Sharma, 2017). To minimize this, it is important for the teachers to have sufficient knowledge of pragmatics especially speech acts. Moreover, students are also expected to have pragmatic competence just as what the teachers are expected to have. With the appropriate use of speech acts, communication barrier can be minimized and the success of the teaching and learning process can be maximized.

Considering the roles of teachers in delivering appropriate speech acts in the classroom, teachers are supposed to be able to deal with the students in all the learning conditions. A recent phenomenon related to online learning as a great shifting in the education system due to Covid-19 pandemic. This condition demands teachers to use a language expressions more properly to avoid any possible

misunderstanding since there is a lack of direct interaction and communication during online learning (Aditiya et al., 2021; Zahra et al., 2023). It increases the possibility of misunderstanding occurs during online learning. It also occurs in the online teaching and learning process conducted by a pre-service teacher in English Language Education (ELE) program at Ganesha University of Education (Undiksha). The pre-service teacher tends to use speech act to limit the miscommunication possibility. The pre-service teacher was still considered a student, who was still a beginner conducting teaching practice before becoming teacher. Therefore, the subject use of speech acts was most probably limited, repetitive, and unclear (Kamarudin, 2020), which is very interesting to analyze. Moreover, there were still limited study that investigated the use of speech acts by pre-service teacher in the classroom setting, particularly in the online one, which makes this study becomes more interesting. Through this study, the pre-service teacher can use the results of this study to reflect on the speech acts use.

The limited investigations on the use of speech acts by pre-service teacher can be seen from the results of previous studies. A study by Andewi and Waziana (2019) investigating the types and functions of speech acts produced by an English teacher found that directive speech acts were dominantly used by the teacher. A study by Christianto (2020) investigated the types of speech acts performed by teachers and students, which found locutionary acts, illocutionary acts, and perlocutionary acts to be frequently used. A study by Sumedi and Rovino (2020) took an English teacher as the subject and found the dominant use of directive speech acts, which was argued to make the learning process became teacher-centered.

The next study by Rahim (2022) also took teachers as the subjects to found the forms of directive speech acts being used. Santosa and Kurniadi (2020) also took an English teacher as the subject and found assertive, directive, expressive, and commissive speech acts to be frequently used. Putri et al. (2021) was the only one who conducted related study by taking pre-service teacher as the subjects and contrary to the findings by Sumedi and Rovino (2020) it found the use of directive speech acts to be intended to make the students' active in the learning process.

It can be seen that the previous studies that have been elaborated above are similar as the present study in the field of speech acts. The difference lies on the subject who were investigated and the focus of the study. This present study took a pre-service teacher of ELE program at Undiksha as the subject with the focus of investigating the types of speech acts that were used in the classroom and the way the pre-service teacher implemented in the online learning setting. The setting of the study also made the study more interesting since it analyzed pre-service teacher classroom speech acts in an online learning through video conference application.

1.2 Problem Identification

The teaching and learning process involves a lot of interactions that involve the use of speech acts, especially during language class. This particular language used in the classroom setting is known as classroom speech acts. Classroom speech acts emphasize the roles of teachers as the ones who instruct students and lead them in the learning process. It is because the instructional funtions of classroom speech acts are basic to teachers' functions in the classroom (Andewi & Waziana, 2019). This makes the use of classroom speech acts by teachers very important to determine the quality of the classroom interaction.

Teachers need to have to pragmatic competence and sufficient knowledge of pragmatics to minimize communication barriers that can cause misunderstanding. As the figure who will become teacher in the future, pre-service teacher's understanding of speech acts elements varies since English is also learned as a foreign language in Indonesia. However, the pre-service teacher tend to use classroom speech acts unproperly, leading to repetitive, limited, and unclear use of speech acts. This makes the pre-service teacher's use of classroom speech acts very interesting to investigate. Considering the essential roles of teacher in delivering appropriate speech acts in the classroom, this study became more interesting to be conducted. Furthermore, there were still limited investigations on the use of speech acts by pre-service teacher.

On another side, the teaching and learning process conducted during online learning increases the possibility of misunderstanding since there is a limit direct communication. It demands teachers to use speech acts properly to avoid misunderstanding. Therefore, the present study is interested to identify the types of speech acts performed by an English teacher during the online teaching and learning process. The teacher who was chosen was a pre-service teachers from English Language Education (ELE) program at Ganesha University of Education (Undiksha), Singaraja. This study focuses on investigating the types of speech acts that were used in the classroom and the way they were implemented in the online learning setting. The setting of the study also made the study more interesting since it analyzed pre-service teacher classroom speech acts in an online learning through video conference application.

1.3 Scope of the Study

This study focused on the speech acts used by a pre-service teacher from English Language Education (ELE) at Ganesha University of Education (Undiksha) and how the pre-service teacher implemented the speech acts by intergrating appropriate teaching skills. Therefore, to avoid bias discussion, this study is limited to the subject and the object of the study, which respectively were the pre-service English teacher from ELE Undisha and the teacher's use of classroom speech acts.

1.4 Research Problems

Based on the background of the study, there were two research problems that were investigated in this study. The research problems are as follows.

1.4.1 How is the implementation of speech acts presented by the pre-service English teacher?

1.4.2 What are the types of speech acts performed by the pre-service English teacher?

1.5 Objectives of the Study

Based on the research problems, the objectives of the study are formulated as follows.

1.5.1 To find out the implementation of speech acts presented by the pre-service English teacher

1.5.2 To investigate the types of speech acts performed by the pre-service English teacher

1.6 Significance of the Study

1.6.1 Theoretical Significance

This study is expected to give positive contribution to related parties. This research can also serve as additional literature related to the use of classroom speech acts for other pre-service teachers or even teachers in general and other researchers who are interested to conduct related study.

1.6.2 Practical Significance

The result of this research is expected to provide practical significance for students, the pre-service teachers and teachers, and other researchers.

    a. For The Pre-Service Teacher and Teachers

For the pre-service teacher, the results of this study can be used as a reflection on the use of classroom speech acts during the teaching practice session. The results can be used to help the pre-service teacher to develop and improve the speech acts implementation. For teachers in general, the results of this study can be used as a source of information about the types of classroom speech acts that can be used in the teaching and learning process.

    b. For Other Researchers

The results of this study can be used by other researchers as empirical literature in conducting related research about pre-service teachers use of classroom speech acts.