

**AN ANALYSIS OF THE USE OF CLASSROOM
SPEECH ACTS BY PRE-SERVICE ENGLISH
TEACHER**



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**AN ANALYSIS OF THE USE OF CLASSROOM
SPEECH ACTS BY PRE-SERVICE ENGLISH
TEACHER**

SKRIPSI

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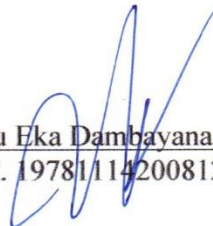
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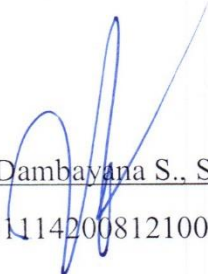
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PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “**An Analysis of The Use Of Classroom Speech Acts By Pre-Service English**” Teacher beserta seluruh lainnya adalah benar-benar karya saya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

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AN ANALYSIS OF THE USE OF CLASSROOM SPEECH ACTS BY PRE-SERVICE ENGLISH TEACHER

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ABSTRACT

This is a qualitative study which aimed to find out the types of speech acts performed by the ELE pre-service teacher at Undiksha Singaraja and to describe the implementation of the speech act presented by the pre-service teacher. A pre-service teacher from ELE department at Undiksha Singaraja was randomly chosen as the subject of the study. The data were collected through observation and were analyzed using the three steps of data analysis technique namely data reduction, data display, and conclusion and verification. The instruments development and data analysis were based on Searle's theory of speech acts classification, which include representatives, directives, expressives, commissives, and declaratives. The result showed that the types of speech acts that performed by the pre-service teacher were directives, expressives, representatives, and commissives, whereas the use of declarations was not found in this study. The implementation of the teaching and learning by the pre-service teacher was divided into three stages, namely pre-teaching, whilst-teaching, and post-teaching. The implementation of speech acts presented in pre-teaching were greeting, hoping, and informing. Then for whilst-teaching the implementation of speech acts are in asking, requesting, informing, commanding, praising, apologizing, and explaining. Finally, in the post-teaching, the speech acts functioned as informing, asking, commanding, and thanking.

Keywords: Speech Acts, Pragmatics Competence, Pre-service Teacher

ANALISIS PENGGUNAAN TINDAK TUTUR KELAS OLEH CALON GURU BAHASA INGGRIS

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ABSTRAK

Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk mengetahui jenis-jenis tindak tutur yang dilakukan oleh calon guru PPL Bahasa Inggris dari Undiksha Singaraja dan mendeskripsikan pelaksanaan tindak tutur yang disampaikan oleh calon guru tersebut. Seorang guru prajabatan dari jurusan Pendidikan Bahasa Inggris di Undiksha Singaraja dipilih secara acak sebagai subjek penelitian. Data dikumpulkan melalui observasi dan dianalisis dengan menggunakan tiga langkah teknik analisis data yaitu reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi. Pengembangan instrumen dan analisis data didasarkan pada teori klasifikasi tindak tutur Searle, yang meliputi representatif, direktif, ekspresif, komisif, dan deklaratif. Hasil penelitian menunjukkan bahwa jenis tindak tutur yang dilakukan oleh calon guru adalah direktif, ekspresif, representatif, dan komisif, sedangkan penggunaan deklarasi tidak ditemukan dalam penelitian ini. Pelaksanaan pembelajaran oleh guru prajabatan dibagi menjadi tiga tahap, yaitu pra-mengajar, saat mengajar, dan pasca-mengajar. Pelaksanaan tindak tutur yang disajikan pada pra-mengajar adalah menyapa, berharap, dan menginformasikan. Kemudian untuk pengajaran saat pelaksanaan tindak tutur adalah menanyakan, meminta, memberi tahu, memerintah, memuji, meminta maaf, dan menjelaskan. Terakhir, pada pasca pengajaran, tindak tutur berfungsi untuk menginformasikan, meminta, memerintah, dan berterima kasih.

Kata-kata Kunci: Tindak Tutur, Kompetensi Pragmatis, Guru PPL

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