

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, problem identification, research scope, research questions, purpose of the study, significance of the study, and limitation of the study.

### 1.1 Background of the Study

Language is an important tool for people to communicate. As a social being which establish a relationship with others, communication through language is very important in human life. People use language as a device to interact to other people (Nuraeni & Pahamzah, 2021). The interaction done by language such as share information, ideas, feelings, or thoughts such as asking, joking, apologizing, or other purposes in any kind of situation. Because language is an important tool for communicating, human beings are obliged to learn it. One of the important languages to learn is English as an international language for communicating, which means English is the most widely spoken language to connects people around the world.

English takes an important role in various areas of life as a tool that can connect people from all over the world. Therefore, learning English from an early age is very important for students in addition to learn more in other fields of study. In this case, teacher play crucial role because language used by teacher in the classroom will influence students' learning process. Teachers are essential for the teaching and learning process in the classroom because they serve as models for students to imitate and as sources of language input (Nurpahmi, 2017).

Accordingly, it cannot be denied that a teacher carries out some particular communicative acts during the learning. For the examples such as greeting students, explaining material, giving instruction, responding students' question, and giving assignments. In a context of classroom, the communication can function well if the students are able to understand and respond to the teacher's intended meaning that is delivered during the learning process. Furthermore, all of the communicative acts that carried out by the teacher during learning process produced a set of acts with various goals, which are called as speech acts (Sumedi & Rovino, 2020).

Speech acts are utterances made by speakers which have purpose and make listeners do specific things (Austin, 1962). This shows that humans produce utterances to perform actions, and each of these utterances have their own meaning. It means speech act is an utterance from speakers that makes the listeners take action based on that utterance. Speech act consists of three elements namely, locutionary act, illocutionary act, and perlocutionary act (Austin, 1962). Locutionary act involves the actual utterance and its literal meaning, focusing on what is said. An illocutionary act refers to the intended meaning behind the utterance, which encompasses the speaker's intention, such as requesting and promising. Lastly, a perlocutionary act pertains to the effect or response that the utterance produces in the listener.

Searle (1979) categories illocutionary act into five categories, namely; directive, assertive, commissive, expressive, and declarative. Directive is an illocutionary act where the speaker attempts to get the listener to do something. It includes requesting, ordering, asking, inviting, etc. Assertive act related to speaker's belief, which assessable on the dimension of assessment which includes true and false. For

the examples are explaining, describing, stating, and classifying. Commissive act is where the speaker committing to do something. The examples are promising, offering, guaranteeing, and refusing. Expressive act is an illocutionary act to express the feelings and attitudes of the speaker. The examples are thanking, apologizing, congratulating, forgiving, and complimenting. Declarative is an illocutionary act that aims to bring the changes. The examples are approving, resigning, naming, and baptizing.

Understanding the various speech acts is important, so that communication between speaker and the spoken partner can be well established (Latifah, 2017). Education can be considered as a good source to find speech acts because in learning process, of course many utterances produced by teachers and students to support their communication. All of the utterances contain meanings, and each speech act has specific purposes.

Based on preliminary observation that have been conducted, the researcher observed class condition and teaching learning process carried out by the teacher at a class in Singaraja Montessori School. This school is a bilingual school that uses English and Indonesian as the language of instruction in the teaching and learning process. Some of the students are not native Indonesian, so they cannot understand Indonesian language well, meanwhile some students are native Indonesian, who are not fluent in English. In this case the role of the teacher as a speaker becomes important. So, from that observation, researcher interested to conduct a research about the speech act used by the teacher during the learning process.

In Singaraja Montessori School, the elementary school is divided into two classes, namely lower primary class for children aged 6 until 9 years old, and upper

primary class for children aged 9 until 12 years old. To determine the class used on this research, the researcher conducted an interview with one of the teachers there. In the interview, the researcher found that the lower primary class was the most active class in communicating and interacting between teachers and students compared to the upper primary class which worked more on worksheets in the learning process. So, the teachers who are used as subjects in this study are two teachers from the lower primary class at Singaraja Montessori School.

There are a number of research about speech acts in the learning process. For instance, Santosa & Kurniadi (2020) in their attempt to investigate the use of speech acts in EFL Classroom found that representative was the most frequently used by the teacher followed by directive and expressive speech acts. The findings provide valuable insights into the use of speech acts in language teaching, particularly within the context of Communicative Language Teaching approaches, and suggest implications for English language teachers in Indonesia. Sari (2019) in her research found that directive was dominantly used by the teacher in the classroom, with asking being the most common force within directives. The study underscores the significance of speech acts in guiding and engaging students in the learning process, highlighting their crucial role in facilitating teaching and learning activities within the classroom setting. On the other hand, Widya (2017) in her attempt to investigate the use of speech acts by lecturers in language teaching found that the lecturer used speech acts to exert power over the students with directives were the most frequently used, while commissive were the least used.

Based on the explanation above, the researcher decided to conduct this research which concern with the speech act in terms of its types and instructional functions

produced by teacher at lower primary class Singaraja Montessori School. Singaraja Montessori School is chosen because the teaching and learning process conducted both in English and Indonesian. Every utterance delivered by the teacher becomes the data analysis in this study.

## 1.2 Problem Identification

The present research delimited on the speech acts produced by the teacher of lower primary class, focusing on their types and instructional functions. Singaraja Montessori School is a bilingual school that uses English and Indonesia as the language instruction in the teaching and learning process. Some of the students are not native Indonesian, so they cannot understand Indonesian language well, meanwhile some students are native Indonesian, who are not fluent in English. This is where the role of the teacher as a speaker becomes important, because the teacher has the responsibility to transfer knowledge and make all of students understand it. The teacher must be able to adjust the utterances used and ensure that students understand.

## 1.3 Research Questions

Based on the explanation above, the research questions of the study can be formulated as follow:

1. What are the types of speech act the teachers used to students at lower primary class Singaraja Montessori School?
2. What are the instructional functions of speech act the teachers used to students at lower primary class Singaraja Montessori School?

#### **1.4 Purpose of the Study**

Based on the research questions, the purpose of study is as follow:

- 1 To analyse the types of speech acts used by the teachers at lower primary class Singaraja Montessori School.
- 2 To analyse the instructional functions of speech acts the teachers used to students at lower primary class Singaraja Montessori School.

#### **1.5 Research Scope**

The present research is limited on analyzing the use of speech acts in lower primary class Singaraja Montessori School. Specifically, this research deals with speech act types and speech act instructional functions produced by teacher during the teaching and learning process.

#### **1.6 Significance of the Study**

##### **1.6.1 Theoretical Significance**

Theoretically, it is hoped that the result of this research can be useful for teacher in planning and implementing communicative competence in Primary School especially in expressing many forms of speech acts and encouraging the students' active participation through verbal communication.

##### **1.6.2 Practical Significance**

###### **1. Teacher**

It is hoped that the teachers realize about various types of speech acts which produced during the teaching process, and they could design the effective communicative strategies for teaching process by using speech acts.

## 2. Other Researcher

This research can be benefited as additional source to other researcher to conduct a study with the same topic.

### 1.7 Limitation of the Study

This research focuses on the types and instructional functions of speech act produced by teachers at lower primary class Singaraja Montessori School during the teaching and learning process in the classroom. Teachers' speech acts were analyzed using Searle's (1979) theory, which classified speech acts into five types: directive, commissive, representative, expressive, and declaration. The analysis of instructional functions employed Johnson's (1997) theory, which divided the functions into three models: control, organize, and motivational.

