CHAPTER I

INTRODUCTION

This chapter presents a brief explanation about research background, problem identification, research scope, research questions, research objectives, research significance, and definition of key terms.

1.1 Research Background

Speech act is saying something to do something (Austin, 1962). This means people produce utterances to perform actions. These utterances have their own meaning. In other words, speech act is an utterance that makes the interlocutor do something. The action performed by the interlocutor is based on the utterance given. For instance, when a teacher says "open your book page 10" then the students will follow his instruction by opening their book. The instruction should be clear and understandable. It helps the interlocutor easier to understand the meaning. Sometimes the speakers produce utterance in order to do something by themselves (Yule, 2010). This means they will do something based on what they say. For example, when someone says "I'll be back soon" he is not only saying something but he is also performing the speech act of promising (Yule, 2010). In addition, saying something will lead us to do something. The action could be performed by the speakers themselves or performed by the interlocutors.

There are there elements of speech act namely, locutionary act, illocutionary act, and perlocutionary act (Austin, 1962). Locutionary act is the

utterance which has meaning (Austin, 1962). It means all utterances that speakers produce are called as locutionary act. When the speakers say "It is cold here", the speakers uttered an utterance and it is known as locution. Simply we can say that locution is the form of utterances. Next is illocutionary act. It is related to the intention of an utterance (Austin, 1962). As stated in the previous example, the utterance "it is cold here" is an utterance that has literal meaning. The last one is perlocutionary act. It is an effect of the utterance (Austin, 1962). It changes the situation of the hearer. For example, after someone says "It is cold here" then the hearer will give response toward the speakers utterance, for instance, the hearer will close the window. This example shows that perlocutionary act is an effect of an utterance given to the hearer.

Searle (1969) defines speech act into five categories. The five categories of speech act are directive acts, assertive acts, commissive acts, expressive acts, and declarative acts (Searle, 1969). Each category has its own sub-categories. Directive act is divided into ordering, requesting, telling, advising, and praying. Assertive act is divided into describing, classifying, stating, explaining, and clarifying. Commissive act is divided into guaranteeing, promising, refusing, threatening, and offering. Expressive act is divided into apologizing, thanking, condoling, congratulating, deploring, welcoming, forgiving, boasting, and complimenting. Declarative act is divided into declaring, approving, disapproving, resigning, blessing, confirming, naming, and cursing. Each sub-category has verb synonym.

In teaching and learning process teacher and students produce a number of utterances. These utterances contain meanings. Each speech acts has specific

purposes. There are a number of research about speech acts in EFL learning. For instance, Basra & Thoyyibah (2017) conducted a research entitled *A Speech Act Analysis of Teacher Talk in an EFL Classroom.* They were observed speech acts in EFL classroom. The research was conducted to find out speech act classification that was mostly used by the teacher. They found that directive was the most frequently used. It is in line with the research findings from Andewi & Waziana (2019). They were also coducted a research about speech acts entitled *An Analysis of Teacher's Speech Acts in Teaching and Learning Process.* The findings show that directive was dominantly used by the teacher during teaching and learning process.

The present research was concerned with the speech act in terms of its types, sub-types, and social functions. As mentioned in the curriculum 2013 students must be active in class than their teacher. Simply curriculum 2013 emphasizes students' participation during teaching and learning or students centered learning. Specifically, this research was conducted during reading classes. Reading was chosen because the previous research were conducted during EFL learning in general. This means the current research was conducted more specific than the previous research. Besides, reading is the most important skill among the other skills (writing, listening, and speaking) in improving the overall language proficiency (Snow, Burns, & Griffin, 1998).

1.2 Problem Identification

The present research was delimited on the verbal acts or speech acts, focusing on their types, sub-types, and social functions. The appropriate used of speech acts assisted students in improving their communicative competence in

English. For example, a directive act socially functions to impose action of the speakers on their hearers (Searle, 1969). Moreover, through directive, a speaker can express what he/she wants and then expect the hearer to comply.

1.3 Research Scope

The present research was concerned with speech act types, speech act sub-types and speech act social functions during reading classes at SMPN 2 Seririt. The grand theory of the present research was Searle's (1969) speech act theory.

1.4 Research Questions

Based on the above explanation the research questions can be formulated as follows.

1) What speech act types and speech act sub-types are produced during reading classes at SMP Negeri 2 Seririt?

2) What social functions are existed in the speech acts during reading classes at SMP Negeri 2 Seririrt?

1.5 Research Objectives

1.5.1 General Objective

The general objective of the present research is to analyze the speech acts in terms of speech act types, speech acts sub-types, and the social functions existed during reading classes at the Junior Secondary School.

1.5.2 Specific Objectives

The specific objectives of this research are:

1) Categorizing the speech act types and speech act sub-types produced by teacher and students during reading classes at the Junior Secondary School.

2) Analyzing the social functions existed in the speech act produced by teacher and students during reading classes at the Junior Secondary School.

1.6 Research Significance

1.6.1 Theoretical Significance

Theoretically this research would be useful for designing an effective EFL learning by encouraging the students' active participation through verbal communication at the Junior Secondary School.

1.6.2 Practical Significance

1) Teacher

The EFL teachers are benefited in the use of appropriate speech act as a pedagogical means for effective EFL learning at the Junior Secondary School.

2) Students

The Junior Secondary School students are adequately trained to varying speech act for personal and interpersonal communication.

3) Other Researchers

Other researchers are also benefited as they refer to data and conclusion for their future research.