CHAPTER I

INTRODUCTION

This chapter consists of five sub-topics namely; research background, research problems, research objectives, research scope, research significances, and definition of key terms.

1.1 Research Background

Teaching and learning process in Indonesia has applied the curriculum 2013. According to the Regulation of Minister of Education and Culture of Republic Indonesia, the aim of curriculum 2013 covers 4 competencies, namely (1) religious attitude competency, (2) social attitudes competency, (3) knowledge competency, and (4) skills competency. Another purpose of this new curriculum is to change the learning process of students from students being told to be students who find out from a variety of learning resources beyond the limits of educators and educational unit.

One of the subject matters which are covered in the curriculum 2013 is English. English is the international language that should be taught in Indonesia. According to Ahmad (2014), the goal of English teaching in the curriculum 2013 is equipping the ability for the student to make them develop, oral and written communicative competences to the informational literacy level. In learning English, knowing and being able to speak a language does not only involve the linguistic knowledge, but also an ability to use that knowledge in communication (Daskalovska, *et al,* 2016).

Communication is a process of transmitting information and common understanding from one person to another (Lunenburg, 2010). In order to make the students acquire information and knowledge effectively, communication takes important role in the learning process. It is because teaching and learning process is a process of transferring information, while communication is the exchange of ideas between two or more persons. Therefore, to transfer the information the teacher and students have to communicate. Kurdghelashvili (2015) states that mastering a foreign language is genuinely a great challenge not only for a students but also for a teacher. In this case, students communicate with their teacher and also their friends in order to get new knowledge through the process of information sharing. Through communication, teachers can recognize problems faced by students.

In teaching and learning process, both teacher and students communicate and produce utterances to transmit their ideas. In a context of classroom, the communication can run well when the students can catch, understand, and respond the intended meaning that is delivered by the teacher in the class during learning process. It can be seen from the students act, whether they do exactly what the teacher wants to do or not. So, the teacher should know that their utterances are delivered well and can be comprehended well by the students. In addition, the utterances that the teacher and the students produced are called speech acts.

According to Bayat (2012), speech acts take part outside the language dimension of communication. People are required both to acquire the language and to have the knowledge to use the language they have acquired in order to communicate. Teaching and learning in school can be done successfully through

the appropriate use of language because language plays an important role in the teaching and learning process. Generally, the effects of what speaker says would be achieved by listeners. This study was not only intended to find out the speech acts used by the teachers, it was also to find out the effects achieved by the students as the listeners.

According to Austin (1962) speech acts are speakers' utterances which convey meaning and make listeners do specific things. Speech acts consists of three identities, namely; locutionary act. Illocutionary act and perlocutionary act (Austin, 1962). Locutionary act is the act of producing meaningful sounds. Illocutionary effect is the act of issuing utterance with particular force. Perlocutionary act is the actual responses on the hearer or listener. In addition, Searle (1979: 167) mentioned that the speaker and the hearer share a mutual knowledge of those facts together with a mutual knowledge of the rules of performing the various kinds of speech acts. The teacher should have consideration when they produce the speech acts because every speech act that the teacher produces has specific purposes and meanings in order to make the students understand.

Searle (1969) also proposes that the speech act is the basic unit of communication. He underlines that there is analytic connection between the notion of speech acts, what the speaker means, what the speaker intends, and what the hearer understand. Since speech act has been said as the basic of communication, it is very important to use speech acts in teaching and learning, especially in English teaching and learning process. It is because the goal of learning can be achieved if there is a good communication between teacher and students. Furthermore, speech acts are actions performed via utterances (Yule, 1996: 47). In other word, speech

act are utterances that deliver meaning and make the hearer to do something. In the classroom, every utterance that is produced by the teacher is in order to ask the students to do the specific things.

In learning process, the students tend to understand well what they learn in the classroom. The students get the knowledge from their teacher in the classroom, it means that the teacher should deliver the knowledge in the proper way in order to make the students understand well. Besides, the teacher should deliver what he or she wants the students do and make sure that the students understand the intended meaning and respond it well. It means that it is necessary for the students to catch the intended meaning of the teachers' speech acts. According to Wajdi (2009:1), states that teachers' speech acts are extremely important, not only for the organization of the classroom but also for the processes of acquisition. In other word, when the teachers' speech acts are successful it means that the teacher successed to organize and manage the classroom, from the teachers' speech acts we can know whether the implement of teaching plan is succees or fails.

According to Trosborg (1994: 159) reveals that teacher has responsibility to educate the students and has powerful communicative privilege due to expertise in the subject and the teacher's responsibility for attaining the aims of a given subject. It is also stated by Shishavan (2010: 1) that teachers in general and English language teachers in particular play a fundamental role in their learners' learning and academic achievement. It means that the teacher should assess the students' work in order to know whether the students have a good understanding about the materials given or not. The powerful communication is needed and can be

supported by using proper utterances during the classroom activities, especially in checking the students' understanding and assessing the students' work in order to know whether the students already achieve the aims of the subjects or lessons given or not, and it also can help to find the students' weaknesses.

Based on the phenomenon above, it was interesting to identify, classify, and understand the of speech acts produced in English Foreign Language during learning process at SMA Negeri 1 Abiansemal, academic year 2019/2020. The teachers usually use speech acts to say something or to ask something in order to make the students do the intended meaning. Sometimes students don't understand what the teachers mean and talk about. The students are also confused with the instructions which is delivered by the teacher whether the teachers use English or Indonesian.

1.2 Problem of Identification

The current study focused to analyze the teachers and students' of speech acts which produced classroom teaching and learning process in English Foreign Language class at SMA Negeri 1 Abiansemal. Most of the students in SMA Negeri 1 Abiansemal have good ability in English, but the rest of them still misunderstand during what the teachers say while teaching and learning process. There were some students who did not understand what the teachers' intentions. This is where the role of teacher as a speaker is important, because the teacher have responsibility to transfer knowledge and make students understand.

1.3 Research Questions

Based on background of study above, the problems of the study can be formulated as follow:

1. What are the teacher's locutionary acts produced during EFL at Senior High Scool in Abiansemal?

2. How are the teacher's locutionary acts understood by students during EFL at Senior High Scool in Abiansemal?

3. What are the students' perlucotionary acts produced during EFL at Senior High School in Abiansemal?

1.4 Research Objectives

Based on the situation above, the purposes of this study are as follow:

1.4.1 General objective

In general, the main objectives of this research is to idetify and classify the locutionary, illocutionary, and perlucotionary acts were produced by the tenth grade students and two EFL teachers during speaking and writting class at Senior High School

1.4.2 Specific objectives

The specific objectives of the research are obtained as follows:

1. Classifying the teacher's locutionary acts during learning process in EFL class at the Senior High School.

2. Understanding the illocutionary acts during learning process in EFL class at the Senior High School.

6

3. Classifying the perlocutionary acts during learning process in EFL class at the Senior High School.

1.5 Research Scope

This study focused on identifying, classifying, and understanding locutionary act, illocutionary act, and perlocutionary act under theory of Austin (1962) and classify the utterances under theory of Searle (1969), namely directive act, commissive act, expressive act, representative act, and declarative act which produced by the tenth grade students and two EFL teachers during speaking and writting class at SMA Negeri 1 Abiansemal academic years 2019/2020.

1.6 Research Significance

The results of this study are expected to contribute both theoretically and practically as follows:

1.6.1 Theoretical Significance

The theoretical significance of this research was relevant for designing effective learning activities with students' active participation at the Senior High School.

1.6.2 Practical Significances

The research results are very useful for the following participant.

1. Teacher

The teacher may realize about various types of speech acts which produced during learning process in EFL class. Those types can be used to implement appropriate speech act in learning process to avoid misunderstanding.

2. Students

    The Senior High School students sufficiently exposed and rehearsed to varying of speech acts for personal or interpersonal communication.

3. Other researchers

    This research gave useful information as additional source to other researchers to conduct a study under topic about speech act.

1.7 Definition of key terms

1.7.1 Conceptual definition

1. Speech act

    According to Searle (1969 p-16) speech act is the smallest unit of linguistic communication which produced by people and perform the action of those utterances. It can be said that speech act is the verbal action performed via utterance.

2. Speech act classification

    Austin classified speech act into three types namely locutionary act, illocutionary act, and perlucotionary act. Searle (1969) classified speech act into five namely commissive act, directive act, expressive act, declarative act, representative act

1.7.2 Operational definition

1. Speech act

In this study, speech act is defined all utterances in verbal interaction which produced in learning activities. The utterance does not only deal in literal meaning but also have something to do in the context of the utterance.

2. Speech act classification

In this study, speech act is classified under Austins' theory and Searles' theory. In Austin theory classified into locutionary act, illocutionary act, and perlocutionary act. Meanwhile in Searle theory developed into commisisve act, assertive act, directive act, declarative act, and expressive act.