

## **CHAPTER I**

### **INTRODUCTION**

The following chapter discussed in deep about several topics, those were: research background; research problems; research purposes; research scopes; and research significances.

#### **1.1 Research Background**

Johnstone (2008) stated that speech act is a major field of discourse which has been applied to the second language acquisition. Learners must use speech acts in interactions, they must be taught not only how to produce the speech act but also how to interpret and comprehend a speech act utterance if not, the students know well what someone says, but not be able to understand it. So, within the context of the classrooms, EFL learners need to be taught the different forms and responses of speech acts in order to be able to communicate smoothly and properly with native speaker of English (Zayed: 2014). Then other experts put the important of speech act in classroom are Zhao and Throssell (2011: 92). They stated EFL teachers should use and introduce the speech act theory in teaching and also give the relevant knowledge to help the students become in produce appropriate speech acts in intercultural communication. Besides, they also stated speech

act as an action performed by means of language as an important element of communicative competence and the speech act theory not only conveys the linguistic rules people share to create the acts, but also leads language learners to use this language tactfully or appropriately. The development of speech-act theory of Austin and Searle has given hearers a better understanding about the speakers' intent to perform various functions effectively and appropriately in the act of communication. "Speech act theory has stimulated research focusing on speech events and speech acts, the results of which have made the tutors more aware of the interplay of situational, sociolinguistic, and linguistic types of competency" (Rasekh and Mardhani, 2010:96).

When teaching is designed to accomplish a particular goal of learning, it might be successful with the use of a certain language. The teaching is carried out by language that is known widely as classroom speech act (Curtis and O'Hagan, 2005: 48). The classroom speech act refers to the quality of verbal interaction in the classroom and also involves all verbal utterances said in classroom communication. This provides important information for teachers, whereby they know the typical teaching behaviors they use extensively in communicating with the students (Seken and Nyoman, 2013).

Another expert gives comment in relating to speech acts in the classroom namely Johnson. Johnson in Seken and Nyoman (2013) stated that interpersonal aspect of classroom discourse is related to three

instructional functions such as control, organization, and motivation. These instructional functions of speech acts are basic to teacher function in the classroom. Searle (1969) stated that directive is a speech act that is frequently used in a classroom interaction. The teachers use it to make the students doing something. Instructing students and providing feedback on performance are probably the two most commonly conceived classroom functions of a teacher. Interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal (Celce-Murcia in Nurmasitah: 2010).

From the definition above, we know speech act is the important part of communication. Because people do not only produce utterance containing 2 grammatical structure and words, people also perform actions via that utterance. In English, speech acts are commonly given specific labels, such as apology, gratitude, complaint, invitation, promise, and request. So, to understand the meaning of speaker says we must know about speech act.

Based on the pre-observation, the teachers of EFL used English and Indonesian speech acts in teaching and learning process, but sometimes they did not realize the how to use some expressions formally and informally. Moreover the students confused in contracting the expressions. In this research, the researcher not only found out the types of the speech act but also the researcher analyze the type of speech act in term of text structure and the degree of formality. Croft (1994) stated the importance of

considering in the analysis of speech acts not only the performance of an utterance but also the interaction of speaker and addressee. In analyzing and knowing how many kinds of speech act there are in the world, it is more practical to see how different meanings are produced within the same set of speech acts because when the people use words to communicate and create meanings, it is reasonable to explore the process of meaning constructions from the basic unit, which is the use of words to create meaning (Hsieh, 2009). Moreover, in analyzing the types of the English speech act used by the EFL students in Sekolah Menengah Pertama Negeri 2 Baturiti this study were conducted by taking the students' expression in the form of spoken expression.

In this study, the researchers focused in the expressive speech act. The researcher decided to focus in this classification because some reasons. First, because this is the classification of speech act that state what speaker feels. George Yule (1996) stated expressive speech act the express psychological states and can be classified into six that's are thanking, congratulating, forgiving, apologizing, praising and condoling. It is very important to understand the speaker says about their feeling, in this study only analyze 2 point of the expressive act, it were thanking and apologizing. The second reason, students do not know how to express their feeling. Students do not know the utterance that are used to express their felling appropriately. The third reason, empirically speaking competency can be the most problematical competency for the students to be competent with. The students cannot express their felling fluently. Many students were not

competent yet in giving expressive acts such as thanking and apologizing. Not all the students had the same pattern and style in using expressive acts. Therefore, this study also attempted to explore the variation of the locutionary acts and locutionary styles used by the students in social encounter. Fourthly, the result of this research can help students to improve speaking competencies especially in using expressive acts, and can make the students communicate accurately based on the context. If the students are able communicate accurately it will make the learning competence accomplishment easier.

Based on the problems and the reasons above, this study is focused on expressive acts in terms of degree of formality especially in thanking and apologizing expressions and also the text structure which is used in expressing the expressive speech acts by the students and the teacher in Sekolah Menengah Pertama Negeri 2 Baturiti. Sekolah Menengah Pertama Negeri 2 Baturiti was chosen because it already implemented the 2013 curriculum. Moreover, this study took the data from the 7<sup>th</sup> grade students because the students still categorized in the new level in learning English.

## **1.2 Research Problems**

Based on the explanation of the background of the study above, the research problem that could be formulated as follows:

1. What are the expressive acts produced during the EFL process by 7<sup>th</sup> grade students in Sekolah Menengah Pertama Negeri 2 Baturiti in term of formality?

2. What are the expressive acts produced during the EFL process by 7<sup>th</sup> grade students in Sekolah Menengah Pertama Negeri 2 Baturiti in term of text structure?

### **1.3 Research Objective**

Based on the statement of the problems above, there are three objectives of the present study, those were:

1. To examine the formality that used in producing expressive acts produced during the EFL process by 7<sup>th</sup> grade students in Sekolah Menengah Pertama Negeri 2 Baturiti
2. To examine the text-structures used in producing the expressive act during the EFL process in Sekolah Menengah Pertama Negeri 2 Baturiti.

### **1.4 Research Significances**

The significance of the present study is divided into two main significance, those are theoretical significance and practical significance.

#### **1.5.1 Theoretically Significance**

This study is expected to be useful for developing theory of speech act in student's interaction and in EFL learning.

#### **1.5.2 Practically Significance**

### 1. The Institutional

The result of this study could be used to help the institution to achieving the learning competence through the accuracy of speeches that used by the teacher and students in their daily teaching conversation.

### 2. The Teacher

The result of this study could be used to know students' competence in speaking that related used of expressive acts.

### 3. The Students

This study is expected to help students know their speaking ability that related with the use of expressive acts and they can reflect the result. This study also expected to help students to communicate using appropriate speech in order to avoid miss understanding.

### 4. English Language Education

Therefore, this study also be used as the additional knowledge for the lecturer to make a further research and the students could use this study as the reference in making any research which is still in one scope.