# CHAPTER I

# INTRODUCTION

## 1.1 Background of Study

In everyday life, language is expressedd as a tool to communicate with one another. Language is also expressedd as a tool for delivering information to the general public. Language is very important for human life, becaexpressed language can help us to convey messages or thoughts to others (Grundlingh, 2017) cited by Amirstany and Zamzani (2019). To convey information, thoughts or actions, the language component that we usually expressed is the speech act. Speech act is the expressed of language as a tool to convey an action that will be done.

In the expressed of language as a communication tool, speakers usually convey what actions done based on the language conveyed. This is proven by Austin, he found that when someone says something, that person will also do something (Austin, 1962). The speech act itself is divided into five types. According to Searle (1969) in his book entitled speech acts, the speech act is divided into 5 types, namely: 1) Representative, 2) Directive, 3) Commissive, 4) Expressive, and 5) Declarative. Representative speech act is the speech expressedd to convey our thoughts using language.

In everyday life we can see the expressed of speech acts, for example when someone expresseds language to ask for information from other

people. We can also find speech acts on entertainment media such as TV shows or in some videos on YouTube. In general, the speech act expressedd is in the form of the dialogue expressedd in the video. Not only in entertainment media, the expressed of speech acts also can be seen in learning activities.

Learning activity is an activity of providing information to students to develop their potential and abilities. In learning activities, speech acts are often expressedd by teachers and students to communicate with each other. Speech acts in learning activities are usually expressedd by the teacher to tell or explain something or to ask students to do something. For example, when a teacher wants to give orders to students to do the assignment to the students, the teacher will expressed a speech act or when the teacher will announce test scores or assignment scores to students. According to Huth (2011) quoted by Amirstany and Zamzani (2019) language can be one of the problems that can hinder the learning process. Therefore, in learning activities, the teacher must be able to expressed correct language and speech to help the students understand the material or thing that is being taught in class. Besides being able to expressed the right language, the teacher must also be able to expressed the politeness strategy.

Politeness strategy is a strategy expressedd to maintain a good interaction that occurs in society or where the interaction takes place (Leech, 1983) cited by (Fitriyani and Andriyanti, 2020). Politeness strategy is one of the important components in language. The expressed of a politeness strategy is important becaexpressed by using a politeness

strategy, we can avoid misunderstandings that can occur in communication activities. Misunderstandings can occur in the form of offense that occurs due to the wrong choice of words or the wrong way to approach the listener. According to Brown and Levinson, politeness strategies are divided into four types: bald-on-record, positive politeness, negative politeness, and off-record.

In 2020, Covid-19 pandemic give a very detrimental impact on our lives. This pandemic is not only affecting our lives but also affecting many other fields. For example in the medical field, becaexpressed of the large number of people infected with the Covid-19 virus, many hospitals are overwhelmed and the medical supply is decreasing (Haleem, Javaid, & Vaishya, 2020). Apart from the health sector, the education field has also been affected by the pandemic that occurred. The implementation of educational activities at this time must be changed to follow new health standards for reducing the rate of transmission of the Covid-19 virus. The learning activity should change from face-to-face to online learning (learning using the internet and platforms or applications such as zoom, google classroom etc). In the implementation of online learning teacher must be able to manage how the learning activities can be followed properly by students. Teachers have to think of the best way to communicate with students so that students still understand the material. This is not only a challenge for teachers, but a challenge for pre-service teachers or students who are carrying out pre-service program activities during the Covid-19 occurrence. Becaexpressed there are changes in the

implementation of learning activity which before the pandemic the learning activity was done directly to indirectly or using online learning. Based on that matter, the researcher is interested in researching speech acts and politeness strategies expressed by pre-service teachers in online learning.

Based on that matter, researchers expressedd pre-service teachers who taught at SMA LAB Undiksha. The researcher chose three pre-service teachers who were doing practice teaching programs. Researchers chose pre-service teachers as the subject of this study based on the researcher's interest in researching different subjects from previous studies. Another reason why the researcher chose pre-service teachers as the subject of this study is becaexpressed the researcher wants to see how pre-service teachers expressed a speech act and politeness strategy in teaching in the classroom.

In conducting this study, researchers expressedd previous research that examined the same topics as research conducted by researchers. The previous study expressedd to assist this study was a study conducted by Merdana, Seken, and Adi Jaya Putra in (2013). This study examined speech produced acts by teachers and students in elementary schools. In this study it was found that teachers produced more speech acts than students. Another previous study expressedd to assist this research, is a research conducted by Karlinda Orin and Yuliasri Issi in 2016. In this study they examined how representative speech acts were expressedd in English debate competitions. The results of this study found that in the

English debate competition there were twelve types of representative speech acts expressedd.

Based on the problems mentioned above and based on previous research that examined the same topic about speech acts, the researcher conducted this research to find out how speech acts are expressedd by pre-service teachers who teach in online classes at SMA LAB Undiksha. Another reason that made the researcher want to do this research was to see whether the pre-service teachers who taught in online classes expressedd the speech act type and politeness strategy in order to make learning activities using online media or platforms run well.

## 1.2 Problem identification

To become a good teacher, a pre-service teacher must participate in teaching training activities carried out directly in schools. Pre-service teachers carry out this teaching training to apply the knowledge and teaching skills they have learned previously. These pre-service teachers must expressed their knowledge and ability to explain the material being taught to students. In providing material explanations to students, the teacher must be able to expressed language that is easily understood by students so that students can appropriately understand the material. In addition to using language to explain the material, teachers must also expressed language strategies that make students feel comfortable when participating in learning. Based on this matter, researchers became interested in examining how pre-service teachers expressed speech acts in

teaching and expressed politeness strategies to make students feel comfortable in participating in classroom learning activities, especially in online classes.

## 1.3  Research Scope

This research is limited to finding out the type of speech act and politeness strategy expressedd by pre-service teachers conducting field experience programs in SMA LAB Undiksha during the Covid-19 pandemic. This research focus on three things, they are: the type of speech acts expressed by pre-service teacher in online learning in SMA LAB Undiksha during Covid-19 pandemic, finding which one of the speech act expressedd most by the pre-service teacher in SMA LAB Undiksha,  and finding the politeness strategy expressedd by pre-service teacher in online learning in SMA LAB Undiksha during Covid-19 pandemic.

## 1.4  Research Questions

1.   What are the speech acts types are expressed by pre-service teacher in online EFL Learning in SMA LAB Undiksha?

2.   What are the politeness strategies expressed by pre-service teacher  in online EFL Learning in SMA LAB Undiksha?

## 1.5 Research Objectives

a. General Objective

The general objective of this research is to described the types of speech acts and politeness strategies expressed by pre-service teacher in online EFL learning in SMA LAB Undiksha.

b. Specific Objective

There are two kind of specific objective of this research, they are:

1) The objective of this research is to described the types of speech acts expressed by pre-service teacher in online EFL Learning in SMA LAB Undiksha

2) The objective of this research is to described the politeness strategies expressed by pre-service teacher in online EFL Learning in SMA LAB Undiksha

## 1.6 Research Significance

a. Theoretical Significant

The research findings could be use to improve the pre-service teacher's training speech acts and politeness strategy competence.

b. Practical Significances

1) For the teacher

To improve the teacher ability in online EFL learning.

2) For future researcher

The result could be use to refind the research metodology and findings in future research with the same topic.