HALAMAN PENGESAHAN SKRIPSI

AN ANALYSIS OF TEACHER'S EXPRESSIVE SPEECH ACTS IN LEARNING ENGLISH CLASS VIII AT SMP NEGERI 13 MEDAN

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Dinyatakan telah memenuhi syarat dengan hasil A dan dengan ini pula yang bersangkutan memperoleh gelar SARJANA PENDIDIKAN (S.Pd)

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CHAPTER I

INTRODUCTION

The Background of the Study

English is one of the most widely spoken languages in the world. It is used as an official language in many countries, including the United States, United Kingdom, Canada and Australia. English is also an international language used in global communication, business, education and technology. Therefore, mastery of English is considered a very valuable skill. In the classroom, English is used as the language of instruction for learning various subjects, especially in high schools and colleges.

English learning is the process of learning and mastering English language skills, both orally and in writing. Learning English involves understanding grammar, vocabulary, listening, speaking, reading and writing skills in English. The aim of learning English is to enable individuals to communicate with other people who use English, both in formal and informal situations. Apart from that, learning English also helps in understanding culture, literature and the values contained therein.

In English learning classes, teachers will usually use various interactive teaching methods, such as games, songs and group activities to make learning more interesting and fun. Students will also be invited to practice speaking, listening, reading and writing in English. They will be given the opportunity to communicate with classmates or teachers in English to improve their speaking

skills. Apart from that, students will also be given assignments such as reading articles, writing essays, or making presentations in English to practice their writing and critical thinking skills.

However, when teaching English in class, teachers often face several obstacles that can affect the effectiveness of learning. One of the main obstacles is the difference in English language proficiency levels among students. Some students may have a higher level of ability than others, which can cause difficulty in maintaining the level of engagement and motivation of all students. Apart from that, students' in ability to convey thoughts, feelings or emotions clearly and precisely in English well.

Expressive speech acts in the classroom can occur when a student expresses feelings or emotions directly. For example, when a student expresses his joy over the achievements of his classmates, or when a student expresses his disappointment with an incident at school. Expressive speech acts can also occur when a teacher gives praise or support to students for the efforts or achievements they have achieved, such as winning class top or Olympic champions.

The importance of expressive speech acts in the classroom is very important because this can help create a positive and supportive learning environment. When students feel comfortable expressing their feelings and emotions openly, this can strengthen relationships between students and between students and teachers. Expressive speech acts can also help improve communication between students and teachers (Monika et al., 2020). By

expressing their feelings and emotions, students can more easily understand each other and work together to complete academic assignments.

In the classroom, expressive speech acts have a very important role in creating a positive and supportive learning environment. When teachers and students use expressive speech acts, they can freely express their feelings, opinions and emotions. For example, when a student feels confused about the material being studied, he can express his confusion to the teacher by using expressive speech acts such as "Sorry Miss, I don't really understand this material. Can you explain it again?". Teachers can also use expressive speech acts to give praise or encouragement to students. For example, when a student successfully completes an assignment well, the teacher can say "That's great, you've worked hard and the results are very satisfying!"

Although there have been previous researchers who discussed expressive speech acts, this research was different from previous research. The first was conducted by M Wisda Pratama Hidayat (English Department, Faculty of Humanities, Diponegoro University of Semarang 2020) entitled "An Expressive Speech Act Analysis of Stephen Colbert's The Late Show". This study and the previous one were comparable in that they both concentrate on studying expressive speech acts. Nevertheless, because the previous study used two people as objects, an analysis of each character's expressive speech acts was investigated, whereas this research focused on one object, namely the English teacher, in their expressive speech acts in class.

The second was conducted by Donatus Haryo Krisnugraha (English Language Education Department, Faculty of Teacher Training and Education, Bachelorwiyata Tamansiswa University of Yogyakarta 2020) entitled "An Analysis of Expressive Speech Acts Found in Moana Movie". In the research, previous researcher collected data from the utterances of the characters in Moana Movie. The objectives of the previous researcher were to describe types of expressive speech acts used by the characters, to identify the most dominant type of expressive speech acts, and to explain the functions of expressive speech acts. Meanwhile, this researcher collected data from the speech of one English teacher with the objectives of identifying sub-types of speech acts and finding dominant speech acts.

The third was conducted by Erika NurFitriyan (Department of English Literature, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang 2021) entitled "Expressive Speech Acts in Netizens' Comments on The UK's First Covid-19 Vaccine Issue on BBC Channel". Previous researcher had data, namely all utterances in netizen comments that contained expressive speech acts. Meanwhile, in this research, the researcher took the data from the utterances of one of the English teachers in the English learning process in class VIII of SMP Negeri 13 Medan.

As for the explanation above, the researcher's aim was to conduct research by analyzing teacher's expressive speech acts in learning English in the classroom. The researcher wanted to see and find out how teacher can express

apology, praise, congratulations, thank, complain, greeting and wishing in the teacher's expressive speech acts. Then researcher can classify sub-types of expressive speech acts uttered by the teacher in the learning English activity. Therefore, this research aimed to examine a problem related to the speech act entitled **"An Analysis of Teacher's Expressive Speech Acts in Learning English Class VIII at SMP Negeri 13 Medan"**.

The Problems of the Study

As for the research background described previously, the problems of the study can be defined as follows:

1. What are the sub-types of expressive speech acts that used by the teacher in learning English Class VIII at SMP Negeri 13 Medan?

2. What is the dominant sub-type of expressive speech acts that used by the teacher in learning English Class VIII at SMP Negeri 13 Medan?

The Objectives of the Study

As for the problems that the researcher mentioned previously, the objectives of the study are:

1. To identify the sub-types of expressive speech acts that used by the teacher in learning English Class VIII at SMP Negeri 13 Medan

2. To find out the dominant sub-type of expressive speech acts that used by the teacher in learning English Class VIII at SMP Negeri 13 Medan

The Scope of the Study

Speech acts comprise a segment of pragmatics. There are three categories of speech acts, the locutionary act, illocutionary act, and perlocutionary act. The exclusive focus of the researcher is illocutionary act. An illocutionary act is a speech that, in the speaker's and listener's minds, has a social purpose and has the power to persuade listeners or other individuals to take action. There are five categories of illocutionary acts: directives, declaratives, expressives, commissives, and assertives. The scope of this research focused on analyzing sub-types of expressive speech acts, namely apology, praise, congratulations, thank, complain, greeting and wishing. The researcher focused on identifying and finding dominant expressive speech act sub-type in English teacher's speech acts in introductory activities, core activities, and closing activities for English learning in class VIII SMP Negeri 13 Medan.

Significances of the Study

The results of this research are expected to provide theoretical and practical significance as follows:

1. Theoretically. The researcher expects that this research will advance knowledge, shed light on speech acts and their varieties in the pragmatics sciences, and supply additional information. The researcher then expects that by identifying the sub-types of expressive speech acts that teachers generally use, the readers will understand better the significance and the impact of speakers' expressive speech acts that uttered for listeners.

2. Practically. First, for teachers, research can motivate teachers to utilize expressive speech acts to help students learn English in class, especially in shaping students' psychological development and thinking patterns. Second, for researcher, this research is useful for increasing self-understanding and becoming more skilled in analyzing the messages contained in expressive speech acts in communication and interaction. Third, for future readers and researchers, this research can be a source of information, insight and additional references for those interested in expressive speech acts.

CHAPTER II

REVIEW OF LITERATURE

2.1 Learning English

English is an international language used in global communication, business, education and technology. Therefore, English language proficiency is considered a very important and valuable skill capable of providing significant competitive advantages in various fields. In the classroom, English is used as the language of instruction for learning various subjects, especially in high schools and colleges (Ndraha et al., 2023). English learning is a learning process that aims to understand, speak, read, and write in English (Anggrarini & Faturokhman, 2021). With English learning, it can improve cognitive skills and critical thinking skills, and provide students with confidence in communicating. English learning also helps students communicate with people from various countries, opening up opportunities to exchange ideas and cultures and the values contained therein.

2.2 Language

Language is a tool used by humans in their daily needs as a means of communication in expressing feelings, thoughts, conveying or requesting information, or arguing (Tamam et al., 2020). Language is one of the skills learned and possessed by humans since they were born into the world. Language is very important for humans, namely to be able to understand each other between speakers and speech partners or listeners in interaction. According to one expert, Levi-Strauss (1972), language is the result of culture. Levi argues that

language can be produced from a ceremony or ritual performed by a community group.

In language there are several characteristics that characterize it, namely, language is a unified system of sound and meaning. This means that language consists of a series of sounds that have certain meanings, and these two components combine with each other to form a complex communication system. The sounds in language (phonemes) are arranged in a system that has certain rules, while the meanings of words and sentences are arranged in a structural system that allows effective communication between speakers. So, language is a system consisting of sounds and meanings that interact with each other to convey messages and information.

Language is universal, meaning that language is a means of communication used by all humans around the world. Although there are many different languages, the basic concept of language as a means to convey messages and communicate with others is universal. In this context, "universal" does not mean that everyone in the world uses the same language, but rather the recognition that every human group has a complex communication system that is essential for social interaction. The next trait is that language is unique and distinctive, each language has its own unique characteristics, including grammar, vocabulary, sentence structure, and pronunciation that distinguish it from other languages. This makes each language have its own identity and cultural richness.

1) Linguistics

The term linguistics comes from the Latin word lingua, which means "language". Linguistics is a field of study that investigates and studies language and its structure (Abdurakhimovna, 2024). Linguistics is a field that investigates language as a whole or is not limited to one language. Kridalaksana (1983) defines linguistics as a science that studies, discusses, or investigates the basis of language, either language in general that humans use to communicate or language scientifically. In other words, linguistics is a branch of science that has many different parts that explore the study of language from various perspectives and bridge the gap between theory and real-world applications.

According to Webster (1981), linguistics is a field that investigates four things: language units, language nature, language structure, and language change. According to Lyons (1981), linguistics is a field that studies language used by humans scientifically. Meanwhile, according to Chaer (2007), linguistics is a science that studies language or as a science that studies language as its object. It can be concluded that linguistics is a field of study that investigates language from various theoretical and practical perspectives.

According to The University of California Santa Cruz, linguistics is divided into several branches, namely a) phonetics, b) phonology, c) morphology, d) syntax, e) semantics, and f) pragmatics.

a) **Phonetic**

Phonetics is a branch of linguistics that covers how speech is physically produced and how it is based on speech perception (Levis & Munro, 2018). Phonetics is the study of the sounds of human speech. It examines how speakers and listeners produce, transmit, and receive sounds. In other words, phonetics is the study of the sounds of speech, including how sounds are produced (articulation), the physical properties of sounds (acoustics), and how sounds are received and processed by the listener (auditory).

b) **Phonology**

Phonology is a branch of linguistics that discusses the functional and systemic nature of the sounds of a particular language (Levis & Munro, 2018). Phonology is the study of how sounds are made or articulated. It concentrates on the function and role of sounds in shaping meaning and the language system as a whole. In other words, phonology is a science that focuses on the sound system in a particular language and how these sounds function to distinguish meaning. Phonology studies the patterns and rules that govern the use of sounds in a language. Some aspects that are usually studied in phonology are phonemes (the smallest units that can distinguish meaning), allophones (variations of phonemes that do not change meaning), sound systems (structures and patterns of sounds in a language, including the inventory of phonemes and allophones

and their distribution), phonological rules (rules that explain how phonemes can change or interact in certain contexts).

c) **Morphology**

Morphology is a branch of linguistics that studies word structure and how words are formed from morphemes, the smallest units that have meaning (Kusumawardhani, 2015). Morphology also includes the analysis of word forms and changes that occur in words. Some aspects that are usually studied in morphology are free morphemes (morphemes that can stand alone), bound morphemes (morphemes that cannot stand alone and must combine with other morphemes), derivation (the process of creating new words by adding affixes to basic morphemes), accommodation (changing word form to suit a particular context), composition (the combination of two or more free morphemes to form a new word), and inflection (the process of changing word form to create grammatical functions).

d) **Syntax**

Syntax is the grammar that studies how words relate to each other in phrases, clauses and sentences (Mumrikoh et al., 2020). Syntax, studies the structure of sentences and the rules that govern the combination of words into meaningful sentences. Syntax includes the analysis of phrases, clauses, and the relationships between elements in sentences. Some aspects that are usually studied in syntax are simple sentences, compound

sentences, subjects, predicates, objects, nominal phrases, verbal phrases, adjective phrases, and adverbial phrases.

e) **Semantics**

Semantics is the branch of linguistics that studies the meaning of language, both natural and artificial. It includes the analysis of the meaning of words, phrases, sentences, and how meanings can change in certain contexts (Swarniti, 2021). In semantics, some of the main aspects that are usually studied in semantics are denotation (the literal meaning of a word), connotation (additional meanings attached to a word), ambiguity (a situation where a sentence can be interpreted in more than one way), synonyms (words that have the same meaning), and antonyms (words that have opposite meanings).

f) **Pragmatics**

Conversation is an interaction in communication carried out by two or more people using language through their speech. When people communicate in language, they need to pay attention to the context and purpose of the message so that there is no misinterpretation or misunderstanding by the recipient (listener). Therefore, in communicating, linguistics is needed which studies the relationship between contexts in communication so that the message conveyed by the sender can be well received by the recipient (listener). This linguistics is pragmatics. Through pragmatics, listeners or readers can analyze the intended meaning,

examine the goals and assumptions contained therein (Razzakberdiyevna, 2023).

Pragmatics is a branch of linguistics that studies how context contributes to meaning (Dushayevna, 2023). Pragmatics refers to aspects of meaning that depend on or result from the use of words and sentences. Pragmatics includes the theory of conversational implicature, politeness and interaction, speech acts, and others. Pragmatics is concerned with the way meaning is constructed and interpreted in real-life communication situations and does not focus solely on linguistic structures. Pragmatics teaches that conveying meaning depends on the structural and linguistic knowledge (grammar, vocabulary, etc.) of the speaker and listener and the method depends (Kozimjonovna, 2023). Pragmatics is not only limited to spoken language, but also includes written language. Pragmatics, in this case, explains how language users can overcome apparent ambiguity, because meaning depends on the type of utterance, location, time, etc.

2.3   Speech Acts

Speech acts are the basic unit of communication that is manifested in communication discourse. In the communication process, there is at least one speaker and speech partner. Where, the speaker is the person who conveys the message. Pragmatics is an ability by language users who intend to install and choose sentences that are of course adapted to a context so that language users are able and able to use them appropriately and correctly. Opinions related to this matter, it is necessary to know about speech acts which can be interpreted as all

forms of linguistic acts that are found on the basis of the context following the speaker.

According to John Langshaw Austin (1962), "speech acts" is a concept that studies how language correlates with the actions performed by the speaker when speaking. Speech acts can be expressed as cultural speech acts in certain contexts and purposes, depending on the linguistic competence of the speaker. Speech acts are all verbal and nonverbal components, include complete speech acts, and involve speakers and speech partners (Arief et al., 2021). Speech acts are actions expressed through language. And speech acts are essentially psychological utterances uttered by someone which can be identified from the meaning of the action in the utterance. In summary, speech acts are a way to explore the meaning of the language involved through the language and actions of the interlocutor, and the speaker is associated with the utterance.

A speech act is an action expressed by a speaker through speech to a speech partner. According to J.L Austin (1962) through his book entitled *"How to do Things with Words"* there are three types of speech acts, namely; (1) locutionary act, (2) perlocutionary act, (3) illocutionary act.

1) Locutionary Act

Locutionary speech acts refer to the literal or linguistic perspective of speech, such as the meaning of the words or sentences used in a speech act. According to J.L Austin, locutionary acts are acts of speaking that produce speech, such as uttering sounds or making signs, using certain words in a way that

is in accordance with the grammatical rules of the language and with the meaning and reference determined by the rules of the language in which the words are taken. . In other words, speakers make locutionary acts by using certain words and following the grammatical rules of the language.

Locutionary speech acts are basic acts of speaking or producing meaningful linguistic expressions (Rismayanti, 2021). Locutionary speech acts refer to utterances that are related to meaning and reference. Locutionary speech acts are the easiest speech acts to identify because the speech itself contains linguistic expressions that are full of meaning. In the locutionary act, there will be direct, truthful information without any hidden meaning and does not require any action from the speech partner. In other words, locutionary acts are utterances that produce meaning word for word (literal).

An example of a locutionary speech act is "Medan is the capital of North Sumatra". This utterance is simply saying something information (language), without the intention of doing something (implication), let alone influencing the person you are speaking to (implication). The message conveyed in this example is in the form of conveying the fact that Medan is the capital of North Sumatra.

2) **Perlocutionary Acts**

Perlocutionary is the last type of speech act. It is an action or mental state that occurs because or as a result of saying something. Perlocutionary speech acts refer to the effects or reactions caused by speech acts on the listener or interlocutor. This includes how the listener understands, responds, or reacts to the

speech acts carried out by the speaker. According to J.L. Austin (1962), the effect resulting from speech is a perlocutionary speech act. This can happen when words influence the feelings, thoughts or actions of the person you are talking to.

Perlocutionary acts are utterances whose function is intended to produce an effect. Perlocutionary acts influence the listener through their speech. These effects are specific to the story situation. Specifically, perlocutionary speech acts are the result of the expression of a speech act that leads to that speech act (Rismayanti, 2021). In other words, perlocutionary speech acts are speech acts that are able to provide an influence that causes the speech partner to do something. for example "You must study hard". This speech was uttered by the mother to her child in the days leading up to the final semester exams. The perlocutionary was to influence the child to study diligently in order to get the best results.

3) Illocutionary Acts

Illocutionary speech acts are carried out through the communicative power of speech. In other words, an illocutionary speech act means a meaning intended by the speaker or imposed on the listener, for example a promise, warning, or expression of intent (Rismayanti, 2021). An illocutionary speech act is making an utterance, for example an offer, promise, etc., while expressing the utterance, based on the conventional power associated with the utterance.

According to J.L. Austin (1962), an illocutionary speech act is a speech act that has a hidden meaning or has another meaning that the speaker wants to convey to his partner. Illocutionary speech acts refer to the intention or purpose

that the speaker wants to convey through the speech act. Illocutionary includes the types of actions carried out by the speaker, such as asking, commanding, stating, and so on. Illocutionary speech acts contain certain "power" which through the speech uttered by the speaker can create something new, change a situation, and is able to make people do something that the speaker wants, and so on according to certain conditions as well. For example "I now pronounce you husband and wife". This speech will create a new change where one man and one woman are legally in a wedding procession to become husband and wife if spoken by a priest who has the authority or authority to marry.

In illocutionary speech acts there is a classification that can differentiate the speech delivered by the speaker. Each classification has a specific goal that is able to make the interlocutor do something with the aim of that classification. According to John R. Searle, illocutionary acts have five classifications of speech acts, namely a) assertive, b) directive, c) declarative, d) commisive, e) expressive.

a) **Assertive (Representative)**

Assertive speech acts are speech acts that bind the speaker to the truth of the proposition expressed. According to Yule (1996:53), a representative speech act is a speech act that states what the speaker believes could be the case or not. This speech act makes the words spoken based on the speaker's beliefs fit the world. In other words, an assertive speech act is a speech act that requires the speaker to convey the truth, which functions as a representation of reality (Ulfah et al., 2024). Meanwhile, according to Searle, assertive illocutionary speech acts bind the person who speaks to

the truth of what they say. Stating, suggesting, boasting, complaining, and claiming are some examples of assertive speech acts. Therefore, assertive speech acts show the speaker's efforts to convey information or reports that are considered accurate.

For examples:

1. "Mars is the red planet"

2. "All houses must have a backyard"

b) Directive

Directive speech acts are speech acts used by speakers that aim to encourage the speech partner to do something. (Suryandani & Budasi, 2021). This speech act makes the speech partner try to make the world match the speaker's words. Directive speech acts are often accompanied by the use of command verbs (imperatives) or with structures that indicate invitations or requests. According to J.L. Austin (1962), in a directive speech act, the speaker tries to request action from his speech partner. While, according to Searle, the purpose of this speech act is to produce actions carried out by the speaker, such as commands, requests and requests. In other words, directive speech acts are speech acts that speakers use to give orders, instructions, or requests to their speech partner to do something or encourage their speech partner to move to do something that the speaker wants.

For examples:

1. "Could you lend me a notebook and pen?"

2. "Don't make noise in class."

c) Declarative

Declarative speech acts are speech acts used by speakers to change the status or external condition of an object. Declarative speech acts are usually broadcast within a social group, and the success of an utterance depends on whether the speaker has permission from society, institutions, committees, or even individuals in the group to carry out the action under certain conditions. (Wicaksono, 2018). Usually this speech act is used by priests, government, judges, or bosses. According to Searle, a declarative speech act is a speaking action used by the speaker to change a situation. A declarative speech act is an action that states a fact or situation that exists in the real world which is capable of changing the status of the situation.

For examples:

1. Priest: "I now pronounce you husband and wife."

2. Boss: "I fire you!"

d) Commissive

Commissive speech acts are speech acts used by speakers who bind themselves to carry out an action in the future (Devi & Degaf, 2021). The speaker promises himself to do something in the future to make the world conform to his words. In this speech act, the speaker expresses his intentions, such as making promises, threats and refusals, swearing, and stating his commitment. Meanwhile, according to Searle's theory, commissive speech acts bind the speaker to do something in the future.

This includes promising, swearing, threatening, declaring, associating, or offering. The purpose of using commissive speech acts is to create an obligation or responsibility for the speaker to carry out words that he has promised to happen in the future. With a commissive speech act, the speaker can strengthen relationships with other people through his promises which are clearly stated by him.

For examples:

1. "I will go to campus next Monday"

2. "We will not let him go"

e) **Expressive**

Expressive speech acts are speech acts that express the speaker's emotions. Expressive speech is a form of speech that aims to express or show the speaker's intellectual attitude towards a situation. This utterance is given with the intention that the utterance conveyed by the speaker to the interlocutor can be interpreted as a consideration of what is said in the utterance. (Arief et al., 2021). This speech act is used to express or show the speaker's mental attitude towards a situation, such as giving thanks, apologizing, blessing, blaming, praising, and expressing condolences. Expressive speech acts are also used to express the speaker's psychological attitude towards the situation implied in the lines.

For examples:

1. "Congratulations on the birth of your first daughter"

"I deeply apologize for my mistake"

2.4   Expressive Speech Acts

Expressive illocutionary speech acts according to John Langshaw Austin (1962) are part of speech acts that express the psychological attitude of the speaker towards a situation. Meanwhile, according to Searle, an expressive illocutionary speech act is an action that involves the expression of the speaker's feelings or emotions. So, expressive speech acts are one type of speech act used by speakers to express their feelings, emotions, or attitudes towards a thing or situation. By using expressive speech acts, a person will be able to express their feelings and emotions clearly to other people. In addition, speakers can convey what the speaker feels in an honest and authentic way, so that they can build deeper relationships and strengthen interpersonal relationships with other people.

Expressive speech acts can help other people understand the emotional state of a person (speaker), so that other people can provide support that is appropriate to the emotional state. In other words, expressive speech acts enable a person (the speaker) to express his feelings and emotions verbally, so that later with these speech acts he can gain support from other people. In expressive speech acts there are types found from Searle & Vanderveken's theory, namely apology, praise, congratulation, thank, complain, greeting and wishing.

1) Apology

One form of communication that expresses guilt is the expressive illocutionary speech act of apologizing. The expressive speech act of apology is a speech act used by speakers to express feelings of regret. Searle and Vanderveken (1985) divide expressive speech acts into various categories, including apology.

Apology is considered an expressive speech act in pragmatic studies because it reflects the physiological attitude of the speaker. There are several terms related to apologizing, namely apologizing, expressing regret, admitting guilt, issuing an alibi, and doing penance. This speech act involves the context and power relations between the speaker and the speech partner from the perspective of critical discourse analysis. Therefore, when someone apologizes, they are expressing regret for actions or words they have previously done. The purpose of the expressive speech act of apologizing is to express the speaker's regret and sense of responsibility for the actions the speaker has taken to improve the relationship between the parties involved and the speaker.

For example: "I'm **sorry** for not coming on your birthday."

From the speech above, the context is that the speaker meets his classmates in the classroom. Previously, the speaker's friend invited him to a birthday party, but the speaker could not attend because he was sick. Then, the speaker conveys an apology as a feeling of regret and to maintain a good relationship with the speaker.

2) Praise

Searle and Vanderveken (1985) divide expressive speech acts into various categories, including praise. According to Searle, the expressive speech act of praising is a positive expression expressed by a speaker to convey praise or appreciation for someone's success or ability in something. It can be said that the expressive speech act of praise is a speech act used by speakers to express their admiration for someone's achievements, abilities or characteristics. This speech

act can be interpreted as an appreciation of someone's achievements. The purpose of this expressive speech act of praise is to express positive feelings and provide support for someone who is appreciated.

For example: "You are really very talented at playing the piano."

From the speech above, the context is that the speaker is in the music room with his friend who is playing the piano very well. Then, the speaker said the above statement to his speech partner to express his admiration by praising his friend's great ability in playing the piano.

3) Thank

According to Searle & Vendervaken, the expressive speech act of thanks is a speech act that expresses the speaker's gratitude for something received by him or done by someone else for him. Or in other terms, the speech act of thanks is a speech act used by speakers to express gratitude to someone for that person's help or services. This speech act can also be used to express gratitude to the speaker's speech partner or interlocutor. The speech act of thanking also expresses gratitude for the good conditions experienced by the speaker. It can be concluded that the expressive speech act "thank you" is a speech act used to express gratitude or gratitude for help, attention, or gifts received from other people. The purpose of this speech act is to express appreciation and for the action or gift given.

For example: "Thank you for helping me with my assignment."

From the speech above, the context is that the speaker asks his brother for help in doing his school assignments which he finds difficult to understand and do. Then his older brother also helped and taught his younger sibling (the

speaker). When the task has been completed, the speaker says the word "thank you" as an expression of his gratitude to his brother for the help or services that have been given to him during the process of completing the task.

4) Complain

According to Searle & Vendervaken, the expressive speech act of complaining is a speech act that expresses dissatisfaction or displeasure used by the speaker or the expressive speech act of complaining is used as a form of feeling dissatisfied with other people. This speech act aims to communicate the speaker's feelings regarding loss or feelings of dissatisfaction caused by the speech partner. The speaker feels unhappy because he has been harmed by another party. The expressive speech act of complaint is a type of speech act that is used to express dissatisfaction, disappointment, or criticism of something. This speech act is usually used when someone wants to express negative feelings about a situation, product or service. Complaints can be made directly or indirectly, and the aim is to convey dissatisfaction or hope that the problem can be resolved or repaired. The expressive speech act of complaining often involves the use of language that shows dissatisfaction, such as expressions of disappointment, criticism, or requests for improvement.

For example: "How noisy you guys are."

From the statement above, the context is that there is a class where there is no class teacher (lesson teacher) because the teacher is going to the toilet. Before leaving the classroom, their teacher advised all students in the class to keep their voices quiet. However, the students in the class became noisy. Then, when their

teacher had finished using the toilet, the teacher heard noise from the class he had just left a few minutes ago. The teacher immediately returned to class, and immediately said something like the statement above, stating that the students were very noisy. The words conveyed by the teacher expressed negative feelings of displeasure over the noise made by his students.

5) Greeting

The expressive speech act of greeting is a speech act that is used by the speaker to express the speaker's feelings towards the arrival of the speech partner. This speech act is used when meeting or greeting someone using friendly or polite words. According to Searle, the expressive speech act of greeting is a type of speech act that is used to greet or give greetings to other people when meeting or parting. This speech act is usually used to show politeness, kindness, and a desire to communicate well with other people, whether they are meeting for the first time or have met frequently. The expression of greeting is a common habit used by people in various cultures to show a positive and friendly attitude towards other people.

For example: "Good morning students."

From the speech above, the context is that the speaker is a teacher who has just entered the classroom to teach. The speaker comes into the class and says "Good morning students" as a form of politeness from the teacher in greeting to show a positive and friendly attitude and apart from that, this has become a culture in schools in general in greeting teachers and students or teachers with teachers or students.

6) Wishing

The expressive speech act of wishing is a speech act that speakers use to express a strong desire for something to come true. With this speech act the speaker expresses his desire with the aim that what he desires or wishes for can come true. The expressive speech act of wishing is a speech act to express wish or hope for an event or situation to occur in the future. This speech act is usually used by people to express aspirations, dreams or wishes for something the speaker wants.

For example: "I wish you graduate from college."

From the speech above, the context is that the speaker is a father who is sitting with his daughter who is working on her thesis in the family room. Then, the speaker conveys the above speech to his daughter. The purpose of the speech conveyed is so that the daughter in the future can immediately graduate according to his wishes.

2.4   Previous Research

There are some previous researches related to this study. The first was conducted by M Wisda Pratama Hidayat (English Department, Faculty of Humanities, Diponegoro University of Semarang 2020) entitled "An Expressive Speech Act Analysis of Stephen Colbert's *The Late Show*". In the research, the researcher found that the expressive speech act used by Stephen Colbert and Oprah Winfrey are greetings, compliment, boasting, and praising. This study and the prior one are comparable in that they both concentrate on studying expressive speech acts. Nevertheless, because earlier studies used two people as objects, an

analysis of each character's expressive speech acts was conducted, whereas this research focused on one object, namely the English teacher, in teacher's expressive speech acts in class.

The second was conducted by Donatus Haryo Krisnugraha (English Language Education Department, Faculty of Teacher Training and Education, Sarjanawiyata Tamansiswa University of Yogyakarta 2020) entitled "An Analysis of Expressive Speech Acts Found in *Moana* Movie". In this research, previous researcher collected data from the utterances of the characters in Moana Movie. The objectives of previous researcher was to describe types of expressive speech acts used by the characters, to identify the most dominant type of expressive speech acts, and to explain the functions of expressive speech acts. Meanwhile, this researcher collected the data from the speech of one English teacher with the objectives of identifying sub-types of speech acts and finding dominant speech acts.

The third was conducted by Tria Monika, Wahyudi Rahmat, Refa Lina Tiawati R (STKIP PGRI West Sumatra, Jalan Gunung Pangilun, 2020) entitled "Expressive Speech Act for SLB Negeri 1 Padang Teachers in the Teaching and Learning Process of Psycho-Pragmatic Studies". This research aimed to describe the form and meaning of the expressive speech acts of SLB Negeri 1 Padang teachers during the learning process. Qualitative descriptive was research design. The source of research data was the teacher at SLB Negeri 1 Padang. The data in this research were recordings of the teacher's speaking strategies during the

learning process. Data was collected using recording techniques and note-taking techniques.

The fourth was conducted by Erika NurFitriyan (Department of English Literature, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang 2021) entitled "Expressive Speech Acts in Netizens' Comments on The UK's First *Covid-19* Vaccine Issue on BBC Channel". Previous researcher had data, namely all utterances in netizen comments that contained expressive speech acts. Meanwhile, in this research, the researcher took data from the utterances of one of the English teachers in the English learning process in class VIII of SMP Negeri 13 Medan. In the previous research, the researcher found that the expressive speech acts used by the netizens' comments are regretting, expressing joy, protesting, wishing, complaining, thanking, and congratulating.

The fifth was conducted by Citra Malaysiana (English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) of Tulungagung 2021) entitled "Expressive Act Used By Gerda Wegener As The Main Character In The Movie *The Danish Girl*". Previous researcher took data sources from film scripts and all the words spoken by Gerda Wegener between other actors in the film The Danish Girl. Meanwhile, in this research, the data source was obtained from transcripts of teacher's expressive speech acts during the English learning process in class VIII.

The sixth was conducted by Badrut Tamam, Slamet Setiawan, Syafi'ul Anam (Surabaya State University, 2021) entitled "The Expressive Speech Act

Used by Anies Rasyid Baswedan and Recep Tayyip Erdogan as the Reaction of the Attacks in Christchurch New Zealand". In the study, the researchers had three problems to examine, namely finding the type of expressive speech act used, the meaning intended in the expressive speech act, and the personality differences between the two speakers seen from the use of the speech act. Apart from that, the research used two subjects for analysis, namely Anies Rasyid Baswedan and Recep Tayyip Erdogan.

The seventh was conducted by Ermawati Arief, Tressyalina, Ena Noveria (Indonesian Language and Literature, Padang State University, Padang, Indonesia, 2021) entitled "Teacher's Expressive Speech Acts in Learning Indonesian Class XI at SMA 1 Luhak Nan Duo". In previous research, the data used were sentences containing expressive speech acts and strategies of class XI Indonesian language teachers at SMA 1 Luhak Nan Duo in the teaching and learning process. The data source for was the entire speech of an Indonesian language teacher during the teaching and learning process from the beginning to the end of the lesson. In contrast to this researcher, this research used data sources from all utterances containing expressive speech acts of an English teacher.

2.5   Profile of SMP Negeri 13 Medan

UPT SMP Negeri 13 Medan is a public junior high school located on Jl. Sampali No 47, Pandau Hulu II, Medan Area District, Medan City, North Sumatra. UPT SMP Negeri 13 Medan accredited B, study hours that is in the morning / 6 days. National School Principal Number of Schools: 10210962. This school was established on September 11, 1975 with a land area of 2,664 m2, has

20 learning classrooms. At present, UPT SMP Negeri 13 Medan is under the auspices of the Principal with the initial name Ihsan Porkas Harahap, S.Pd., M.Pd. UPT SMP Negeri 13 Medan uses the 2013 Learning Curriculum Guide for grade 9 and the Merdeka Curriculum for grades 7 and 8. UPT SMP Negeri 13 Medan has 34 teachers namely 3 Islamic Religious Education Teachers, 2 Christian Religious Education Teachers, 3 PPKn Teachers, 3 Indonesian Language Teachers, 4 Mathematics Teachers, 4 Natural Sciences Teachers, 3 Social Sciences Teachers, 4 English Language Teachers, 3 Sports Education Teachers, 1 Cultural Arts Teachers, 3 Teachers of Crafts, and 1 Informatics Teacher.

2.6   Conceptual Framework

This research specifically focused on the analysis of teacher's expressive speech acts in English language learning in class VIII SMP Negeri 13 Medan, because the focus of the research is how these expressive speech acts were implemented and used by teachers in introductory activities, core activities and closing activities in learning. Therefore, it was necessary to know that what was meant by expressive speech acts was a form of speech that expresses the feelings of the teacher and how the teacher was able and capable of expressing his attitude in learning English in the classroom.

The first research problem was "What are the sub-types of expressive speech acts used by the English teacher at SMP Negeri 13 Medan?" In this problem, the researcher used Searle & Vanderveken's theory to categorize teacher speech acts into sub-types of expressive speech acts. The second research problem was "What is the dominant sub-type of expressive speech acts used by the English

teacher at SMP Negeri 13 Medan?" In this section the researcher classified the teacher's expressive speech acts into sub-types of expressive speech acts, then determined which sub-types of expressive speech acts are most often used by teacher in teaching English in the classroom. This Conceptual Framework section contained all the theories necessary and relevant to this research. One very specific theory used was the theory from Searle & Vanderveken, namely about the sub-types of expressive speech act.

AN ANALYSIS OF TEACHER'S EXPRESSIVE SPEECH ACTS IN LEARNING ENGLISH CLASS VIII AT SMP NEGERI 13 MEDAN

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                    ┌─────────────┐
                    │ Pragmatics  │
                    └──────┬──────┘
                           ▼
                    ┌─────────────┐
                    │ Speech Acts │
                    └──────┬──────┘
          ┌────────────────┼────────────────┐
          ▼                ▼                ▼
    ┌───────────┐  ┌──────────────┐  ┌──────────────┐
    │ Locutionary│  │ Illocutionary│  │ Perlocutionary│
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┌────────┐┌──────────┐┌──────────┐┌────────────┐┌──────────┐
│Assertive││Directive ││Expressive││Declarative ││Commisive │
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          ┌──────────────────────────────────────┐
          │   Classification Expressive Speech     │
          │   Acts by Searle and Vanderveken        │
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│Apology│Praise│Congratulations│ Thank │ Complain │ Greeting │ Wishing │
└───────┴──────┴───────────────┴───────┴──────────┴──────────┴─────────┘
             │                                  │
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  ┌────────────────────────┐    ┌──────────────────────────────┐
  │ Sub-types of Expressive │    │ Dominant Sub-type of Expressive │
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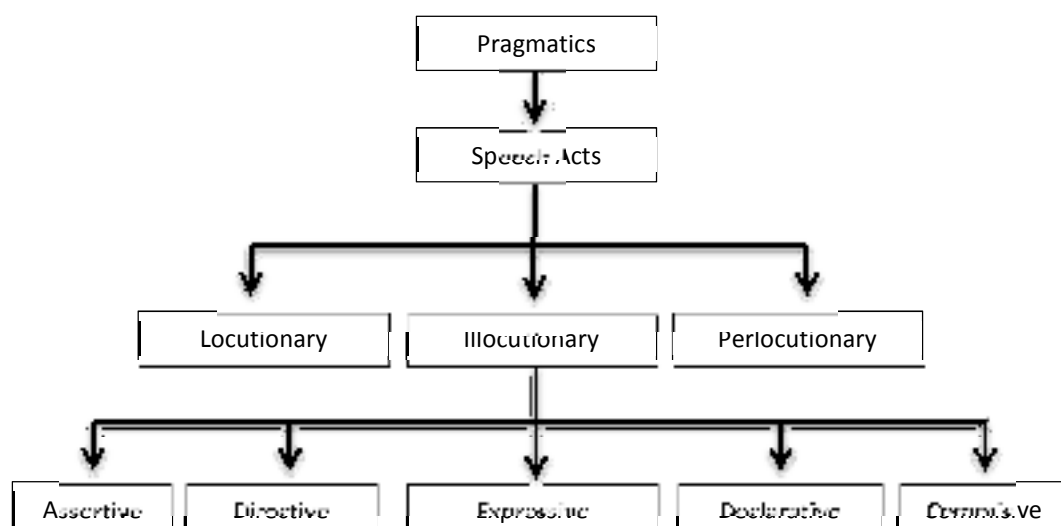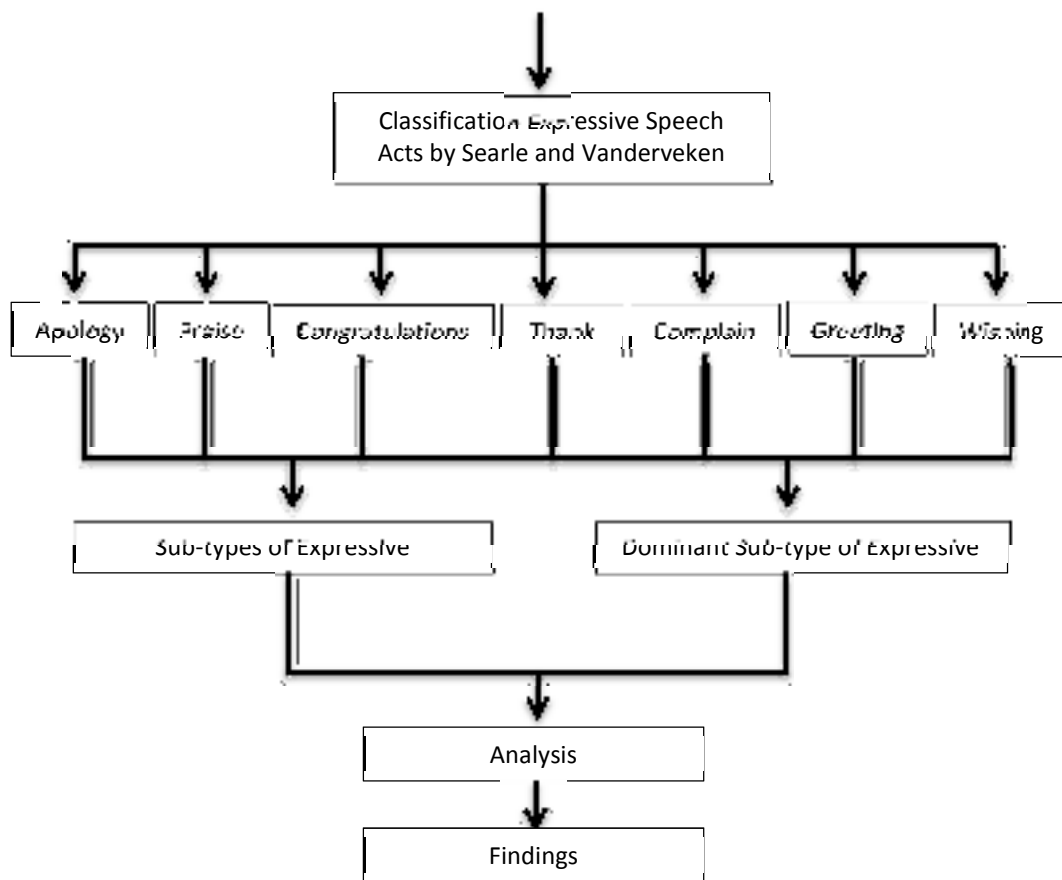
Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

Research design is a systematic plan used to collect data and information needed in a study or research. According to Henry Manheim, research design not only anticipates and determines the seemingly countless choices about how data collection, processing, and analysis should be conducted, but also provides the logical basis for those choices (Selltiz, 2019). The research design includes methodological steps that be carried out starting from problem formulation, selecting data collection methods, data analysis, to interpreting the results. With good research design, it is hoped that research can be carried out precisely, efficiently, and produce accurate and relevant information. This research used a qualitative descriptive research design.

Qualitative descriptive research is a type of research that aims to describe and understand certain phenomena or situations from a qualitative point of view. Qualitative descriptive is research that analyzes data in the form of words in the form of notes, interview transcripts, recordings, etc. (Bogdan & Biklen, 2018). In this study, the researcher used descriptive qualitative as a research design because this research aims to identify teacher's expressive speech acts in English language learning in the classroom. This research focused on explaining how English teacher in class VIII SMP Negeri 13 Medan use speech acts, especially expressive speech acts.

3.2   Research Instrument

Research instruments are necessary tools or in other words, research instruments are used to collect data. In qualitative research, the tools used in the research, namely the researchers themselves or other people who help them, are the main source of data collection. In qualitative research, the researcher himself collects data using methods such as asking, asking, listening, and taking (Ardiansyah et al., 2023). According to Gulo (2000), a research instrument is a written guide that includes a list of questions, observations, or interviews designed to obtain information. For this research, the researcher collected data using the method of observing the expressive speech acts of class VIII English teacher by directly observing the participant and the contexts involved, recording audio and video of each utterance spoken by the teacher by focusing on utterances that contain expressive speech acts.

3.3   Research Object and Subject

According to Sugiyono (2019), a research object is something that is used by researchers who are scientific targets to obtain data that has a specific purpose and use for study. The research object is something that is the focus of the research itself. The research object is usually a phenomenon, event, or situation to be researched and analyzed. The examples of research objects can be people, organizations, products, services, policies, and so on. The object of this research was SMP Negeri 13 Medan.

According to Sekaran & Bougie (2016), research subjects are individuals or groups who are sources of data or information in research. Research subjects can be respondents, informants, participants, or other objects involved in the research. Research subjects can provide data or information needed by researchers to answer the research questions that are asked. The subject of this research was an English teacher in class VIII of SMP Negeri 13 Medan.

3.4   Data and Source Data

Data can be numbers or symbols or raw facts originating from direct field observation events (Miles, Huberman, & Saldana, 2014). The data from this research was primary data in the form of speech used by teachers in teaching English in class VIII which contains expressive speech acts. The researcher took data from the utterances of one of the English teachers in the English learning activity in class VIII of SMP Negeri 13 Medan.

Meanwhile, information or materials used for analysis, research or decision making are referred to as data sources. Primary data (collected directly), empirical data (experimental results), or secondary data are three types of data sources in science. For example, in linguistic research, transcriptions of conversations, written texts, or voice recordings can be used as data sources. In this research, the data source was obtained from the transcripts of teacher's expressive speech acts during the English learning activity in class VIII in the 2024/2025 academic year.

3.5   Techniques of Collecting Data

According to Sugiyono (2020), technique of collecting data refers to the techniques used to collect information or data in a research context. The goal is to obtain relevant, accurate, and reliable data that can be used to answer research questions or test hypotheses. Choosing the right data collection technique is very important because it will affect the validity and reliability of the research results.

According to Sugiyono (2020:105), there are 4 (four) types of techniques of collecting data namely, observation, interview, documentation; such as notes, photo or video, and triangulation. In this research, techniques of collecting data that used were observation and recording teacher interactions in class in audio and video form.

1) Observation

The observation method that used is non-participant observation. The researcher did not be involved in the English language learning activities that observed. The researcher was conducted direct observations of interactions between the teacher and students in class in opening activities, core activities and closing activities in English learning which can provide a clear picture of the teacher's expressive speech acts. During the observation, the researcher recorded in a notebook every teacher's utterance that contains expressive speech acts.

2) Audio and Video Recording

The researcher recorded the teacher's speech directly with audio and video recordings in the introductory activities, core activities and closing activities of English learning in class VIII SMP Negeri 13 Medan. After obtaining audio and video recordings of the teacher's speech, the researcher listened to the recorded of data again and transcribed the data into written form to ensure the accuracy of the data. Then underlined the teacher's speech containing expressive speech acts and display the teacher's expressive speech in tabular form.

3.6   Techniques of Analyzing Data

Technique of analyzing data refers to procedures or methods used to process, analyze and interpret data that has been collected in a study. The goal of data analysis techniques is to identify patterns, relationships, trends, and findings that are relevant to the research question being asked. In this study, the researcher analyzed the speech data of class VIII teacher, namely by finding expressive speech acts. Then, the researcher grouped the data according to sub-types of expressive speech acts and created an analysis table. There are three ways to analyze qualitative data according to the theory of Miles, Huberman, and Saldana (2014: 246), namely

data condensation, data display, and drawing conclusions. Based on Miles' theory, there are three ways to analyze qualitative data, namely as follows:

1) Data Condensation

Data condensation is the process of reducing data complexity by combining or extracting relevant information from larger data. The goal of data condensation is to make data easier to understand and use, to reduce the size and complexity of data without losing important information as well as to making data more powerful in research (Miles, Huberman, & Saldana, 2014). After the researcher has conducted observations and obtained written data in the form of transcripts of recorded interactions between teacher and students during the classroom learning process, data condensation in this research was obtained through the following steps:

a) Selecting: The researcher selected all the teacher utterances that contain expressive speech acts from observations and transcripts of audio-video recordings of teacher interactions in class VIII English learning at SMP Negeri 13 Medan.

b) Focusing: The researcher limited the data obtained based on the problem formulation, namely by focusing on the problem of sub-types of expressive speech acts used by teacher in Class VIII English learning at SMP Negeri 13 Medan.

c) Simplifying: The researcher simplified the data to identify problems by classifying teacher's expressive speech acts into seven subtypes of expressive speech acts based on the theory of Searle and Vanderveken (1985).

d) Abstracting: The researcher evaluated the data that had been obtained by testing the use of expressive speech acts in teacher utterances in English language learning in class VIII

e) Transforming: The researcher analyzed the data by explaining each sub-types of expressive speech acts used by teacher in the context.

2) Data Display

Data display refers to the way data is presented or displayed to users. This can be a graph, table, diagram, or other visual representation that helps in understanding the information contained in the data. The purpose of data display is to make data easier to understand and interpret. At this stage, after the researcher has finished selecting the data containing expressive speech acts that need to be identified and analyzed, the researcher grouped the data based on subtypes of expressive speech acts that used by the teacher in learning English class VIII with three learning process activities by displaying the data using the following table:

Table 3.1 Data Display

No	Sub-types of Expressive Speech Acts	Teacher's Utterances	Learning Activity
1.	Apology		Introductory activity
			Core activity
			Closing activity
2.	Praise		Introductory activity
			Core activity
			Closing activity
3.	Congratulations		Introductory activity
			Core activity
			Closing activity

No	Sub-types of Expressive Speech Acts	Teacher's Utterances	Learning Activity
4.	Thank		Introductory activity
			Core activity
			Closing activity
5.	Complain		Introductory activity
			Core activity
			Closing activity
6.	Greeting		Introductory activity
			Core activity
			Closing activity
7.	Wishing		Introductory activity
			Core activity
			Closing activity

3) Drawing Conclusion

Drawing conclusions in research refers to the process of drawing conclusions or final judgments based on data that has been collected, analyzed and interpreted in a study or research (Miles, Huberman, & Saldana, 2014). This is an important stage in the research process because it is the final point of data analysis and interpretation of results. At this stage, the researcher drew conclusions and verifies the data. The researcher collected data and analyzed data that refers to the formulation of the problem by providing theoretical explanations, and calculating the percentage of data to answer the problem formulation from the dominant sub-types so that conclusions can be drawn from the teacher's use of expressive speech acts in English learning in

Class VIII of SMP Negeri 13 Medan. To calculate the percentage, the researcher used the formula from Sugiyono's theory (2014: 170) as follows:

$$P = \frac{F}{n} \times 100\%$$

More details:

P = percentage

F = frequency

n = the summary of the data