CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Communication is a process of transferring information, messages, and a conversation by one person to another. so the information or message comes with the intention of someone who conveys information. In an act of communication there is usually at least one speaker or sender, a communication message which is transmitted, and a person or persons for whom this message is intended (the receiver).(Richard and Schmidth, 2010:97). Communication is actually a process to explain, say, say what you want delivered between those who convey or explain to those who listen. The most importance to communication and interaction with many people is language.

Language is the process of communicating a message between at least two speaking subject, one of them is the addresser or sender, the other, the addressee or receiver. Kristeva, (1989:7). Language is important to communication and show the feeling, and to provide information. Language allows us to know what the speaker hope, Language is a key to human life, and we can interact with each other by using language. Language can be used in a group.

Language use for many purposes and the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances (Richard and Schmidth, 2010:311). Language can be express our feelings, ask questions, make requests, protest, criticize, insult, apologize, promise, thank, say hello and goodbye. Language is important to communicate in teaching process, a good communicate will be help us in the teaching learning process. Teacher as the speaker will be easy to explain the material to the students as listener. Communicate properly is one of the main points in a process of learning to achieve better learning outcomes. Teacher will

produce some utterance in order to convey the material to the students through their speech and the students have to know the context when the utterances convey the material.

Speech acts the basis unit of language is central to effective communication since they allow people to perform a wide range of functions such as affirming, asserting, blaming, concluding, explaining, informing, notifying, praising and other. Such phenomenon of speech acts happens everywhere, not to mention in the teaching and learning process. It is evident that the teaching and learning process involves a lot of interactions where the lecturer produced a number of utterances especially during language class. This particular language used in teaching and learning process is widely known as classroom speech acts. The use of speech acts determines how the teaching and learning process will happen. Celce-Murcia (2000) emphasizes that the language used by the lecturer (speech acts) is particularly important since it will support and enhance learning. The use of appropriate speech acts will lead to successful teaching and learning process.

The basis of Austin''s theory (1962) lies on his belief that speakers do not merely use language to say things, but to do things and thus utterances could be regarded as speech acts (Schauer, 2009: 7). Based on this notion, he, then, proposed three dimensions that usually consist in speech acts, namely locutionary act, illocutionary act and perlocutionary act (Schauer,2009:7).

But, Searle (1962) put forward a similiar classification in his book " A Taxonomy of Illocutionary Acts", He deliberately separated the assumptions from the Austi's assumption, Which is to say that there is a correspondence between verbs and actions said. He said that the differences in Illocutionary verb are a good guide, but by no means a sure guide to differences in Illocutionary Acts. And there are five the Classification of Speech Acts by Searle: First is

Reperesentative is Commit the speaker to something being the case. The different kinds are: suggesting,putting forward, swearing, boasting, concluding. Example: "No one makes a better cake than me". The second is Directives is to make the addressee perform an action. The different kinds are: asking, ordering, requesting, inviting, advising, begging. Example: " Could you close the window?". The third is Commisives is commit the speaker to doing something in the future. The different kinds are: promising, planning, vowing, betting, opposing. Example: " I'm going to Paris Tommorow ". The fourth is Expressives is express how the speaker feels the situation. The different kinds are: thanking, apologising, welcoming, deploring. Example: " I am sorry that i lied to you". And the fifth is Declarative is the change the state of the world in an immediate way. Examples: " You are fired, I swear, I beg You".

In additions, The Writer will observe about the utterance of one of the English teachers which teach in twelft grade in SMAS GKPI Medan. The writer analyze that teacher to know the teacher utterance. The writer want to know whether the teacher use a good utterance to make the students understand about the teacher explaination in the teaching and learning process or not.

Speech act is very important in the learning process. It is justified since the acts of transmitting knowledge, organizing activities, controlling classroom, and giving instructions are done through teacher talks that contain the speech acts. Having sufficient knowledge about pragmatic and speech act can help facilitate teachers in teaching and learning process. The writer wants to know what the purpose of the teacher in the speech act in the learning process. The writer will help teachers find out the implementation of speech acts that are used in their learning, and it is known that the researcher is interested in discussing the teacher teaching in English teaching learning process.

Types of Speech Act used by english teacher:

1. Opening activity

1.1 Tables of the pre-observation

Identification of the speech act

No.	Utterances by the Teacher	Explanation	Classification of Speech Act				
			Exp	Rep	Dir	Com	Dec
1	*Good Morning my students.*	This utterance belong to **Expressive** because the Teacher saying greeting "Good Morning"	✓				

2	*How are you today?*	This utterance belong to **Directive** because the teacher asking the student about their condition like: "How are you today?"			✓		
3	*Have you breakfast?*	This utterance also belong to **Directive** because the teacher asking the student like: " Have you breakfast?"			✓		
4	*I'm Fine too.*	This utterance belong to **Representative** bracuse the teacher Confirming about		✓			

		the student's asking about the teacher condition.					

2. Core activity

No.	Utterance by the teacher	Explanantion	Classification of speech act				
			Exp	Rep	Dir	Com	Dec
1	*Do you have a homework?*	This utterance belong to **Directive** because the teacher Asking the student about their homework.			✓		

2	Ok, if you don't have a homework, like our material today is about Descriptive text, *what is descriptive text?*	This utterance belong to **Directive** because the teacher asking the students "what is descriptive text?"			✓		
3	Tia, *please explain the descriptive teks as you know!*	This utterance also belong to **Directive** because the teacher Requesting to the one student to explain the descriptive teks			✓		

No		Explanation		✓			
4	*Descriptive text is a text used to describe about an object like human, things, and animal.*	This utterance belong to **representative** beacuse the teacher giving the explaining about the descriptive text.		✓			
5	*Descriptive text have two generic structure namely identification and explanation.*	This utterance belong to **Representative** because the teacher explain about the generic structure of descriptive text.		✓			

3. Closing

No	Utterance by	Explanation	Classification of speech act

	english teacher		Exp	Rep	Dir	Com	Dec
1.	Ok students, *Do you have understood about our topic today?*	This utterance belong to **Directive** because the teacher asking the students, whether they understand the topic today.			✓		
2.	Ok, if all of you have understood about it, i want give you the homework, *please make the simple conversation about the descriptive text with your friends.*	This utterance belong to **Directive** because the teacher requesting the student to make a simple conversation about the descriptive text.			✓		
3.	Ok students I	This utterance				✓	

	think that's all meeting today, *see you tommorow*	belong to ***Commisive*** because the teacher promising the student that they will meet again tommorow.					
4.	And *Good Morning my students*	This utterance belong to ***Expressive*** because the teacher will be leaving the class which saying good morning. So the class will be end.	✓				

The Table to calculate the Percentages about the Types of Speech Act that Using By The Teacher:

No	Speech Act	Frequency	Percentage
1	Expressive	2	15.38%

2	Representative	3	23.07%
3	Directive	7	53.85%
4	Commisive	1	7.70%
5	Declarative	0	0%
	Total	13	100%

From this table the writer finding that the teacher using 13 utterances of the types of speech act. From 13 utterances, expressive utterance is use 2 times which represent 15.38%, representative is use 3 times which represent 23.07%, directive is use 7 times which represent 54.85%, commisive is use 1 time which represent 7.70%, and declarative is use 0 time which represent 0%. Mostly, the teacher in SMA NEGERI 7 Medan use Directive speech act rather than other types of speech act. It's because the teacher want to hook the students attention by asking them many questions. The teacher do not explain the material directly by giving the whole materials. But the teacher ask question, so that the students should think it by themself and they can be more active in the lesson.

1.2 The Problems of Study

Based on the background of the study above, the researcher finds some problem dealing with a pragmatic analysis of speech act utterances:

1. "What the types of speech acts are performed by the English teacher in teaching learning process of the second grade at SMA NEGERI 7 Medan in Academic year 2019?"

2. What is the most dominant types of speech act by the english Teachers in teaching learning process of the second grade at SMA NEGERI 7 Medan?

1.3 The Objective of the Study

In relation to the problem of this study above, so the objective of this study is:

1. To find out the types of speech act perform by the english teacher at SMA NEGERI 7 Medan in the process of teaching learning in the academic year 2019.

2. In addition of that the aim of this research also to figure out the dominant types of speech act by the english teacher in teaching learning process at SMA NEGERI 7 Medan.

1.4 The Scope of The Study

Pragmatics has a particular study or field of study namely: Deixis, Presupposition, Cooperative principle, Implicature, and Speech act. The writer will be focuss to research about the types speech act with the John Searle's theory. There are five classification of speech act by john searle namely: Representative, Commisive, Directive, Declaration, Expressive. In this Research, the writer will find out the types of speech act by John Searle that using by the english teacher in teaching learning process at SMAS GKPI Medan.

1.5 The Significance of the Study

The result of the study are expected to give theoritical and practically significant as follows:

1.5.1. Theoritically

This research is conduct as support of speech acts theory in the development of linguistics theories. In addition, hopefully this research will be beneficial for the other researcher in organizing the research about speech acts, especially about the types of speech acts by John Searle's theory.

1.5.2. Practically

The lecturer and the students will obtain meaningful information of speech acts that are use in teaching and learning process. This research is contribute for several side, they are:

a. The Teacher

Hopefully this research will be help for the lecturers to recognize the types of the speech acts in the teaching process, especially the types of representative speech acts. They will be understands about the implementation of the speech acts in their teaching process.

b. The Students

The students will be understands about the speech act and helping them to recognize the types of representative speech acts in the teaching and learning process. It is also help them to understand about the implementation of the speech acts in their learning process.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In analyzing this research, it needs the existence is chapter presents the several theories related to this research. Those are definition of pragmatics, speech act, kind of speech act, kind of illocutionary speech act, filicity conditions, context and the previous study.

2.2 Pragmatic

Pragmatic has wide definition. Each linguist has different explanation about the definition of pragmatic. Allan (2012:498) defined pragmatics focuses on the user of the language. Pragmatics refers to the study of relations between language and context that are grammatical, or encoded in the structure of a language (Levinson, 1983:9). It means, pragmatics

is study of the relationship between language and context that are relevant to the writing of grammars.

Based on Mey (2001:6) pragmatics is study those of language in human communication as determined by the condition of society. Pragmatic to understand the two purpose of each speech or action communicative act of verbal communication. Leech (1993: 8) in Retnaningsih (2014: 4) has argue that Pragmatic is the study of meaning in relation with situations include addressee, context, purpose, illocutionary acts, speech, time and place. The study of what speakers mean, or speaker meaning, is called pragmatics (Yule, 2006 :112).

Cruse (2006: 3) states that pragmatics is interested in investigating the meaning of language which links closely to the context. Similarly, Griffiths (2006: 1) proposes that pragmatics focuses on how language is used as a tool to create meaningful communication taking into account the situations or contexts of use.

Pragmatic study of meaning in a communication, such as some utterance delivered by the speaker or writer and who interpret these utterance is the listener or reader. So interpret the meaning or intent of the utterance speech.

2.2.1 The Scope of Pragmatic

Pragmatic has several scopes which should be known. Levison (1983: 27) states that pragmatics would include the study of deixis, implicature, presupposition, speech acts and aspect of discourse structure.

a. Deixis

Deixis can be defines as concerns the ways in which languages encode or grammatical features of the context of utterance or speech event and thus also concern ways in which the interpretation of utterance depends on the analysis of that context of utterance (Levison, 1983:

54) Deixis has several kinds, personal deixis (us, you), spatial deixis (here, there), temporal deixis (now, then).

Example: "I am now standing in the roof".

The word I refers to person uttering a sentence. The time which now uttered denotes is dependent on the moment the statement is uttered. This situation dependency does not occur with word such as roof: the meaning of this word remains or less constant in different situation.

b. Implicature

Implicature is what a speaker can imply. It is message that is not stated in a literary work. In a 1975 article entitled ‚Logic Conversation˴, the Philosopher Paul Grice pointed out that an utterance can imply a position (i.e. a statement) that is not part of the utterance and that does not follow as necessary consequences of the utterance. Grice called such implied statements are implicature (Parker, 1986: 21).

Implicature refers to what is suggested in an utterance. Implicature is about the speaker implies it in a conversation. Implicature claims that audiences are required to assume the speaker to believe, in order to make sense of the speaker's utterances. In accomplish a conversation, the speaker and the listener want to understand and to be understood each other, so the purpose can be achieved.

c. Presupposition

According to Yule (1996: 132) Presupposition is what a speaker assumes is true or known by the hearer. A hearer may have different intended about what the speaker says. Presupposition is what is taken for gifted in what a speaker say.

d. Speech Acts

The terminology of such function of language is called speech acts (Austin,1962:22). Speech acts theory generally explains these utterances as having three parts: locution, illocutionary, and perlocutionary acts. Speech acts usually used by people in conversation to deliver message or thoughts.

e. Conversational Structure

According to Levison (1983: 284) conversational structure is one aspects of pragmatics which concern the organization of conversation. Conversational structure

is about the way conversation works in practice.

2.3 Speech Act

Austin (1962) state that speech act as what actions we perform when we produce utterance Searle says that the unit of linguistics communication is not, as has generally been supposed, the symbol, word or sentence, or even the token of the symbol, word or sentence, but rather the production or issuance of the symbol, word or sentence in the performance of the speech acts (Mey, 2001:93)

Searle (1969:18) state that the speech act performed the utterances of a sentence in general function of the meaning of the sentence. speech act also called as the action performed by a speaker with an utterance. Yule (1996:47) Speech acts defined as the action performed via utterance.' When people have conversation, they not only produce utterance but also perform action.

Austin (in Levinson, 1997:236) involves three basic sentence in which in saying something one are doing something and three kinds of act. They are locutionary act, illocutionary act, and perlocutionary act.

2.3.1 The Types of Speech Acts by Austin

Speech acts divides into three major categories. They are Locutionary, Illocutionary, and Perlocutionary (Yule, 1996: 48; Cutting, 2002: 16).

1. Locutionary Act

As mentioned earlier, however, people also use language to perform such actions. There must be an intention behind the utterance.This particular aspect of speech act is regarded as illocutionary act; what the speakers are doing with their words (Cutting, 2002: 16).Yule (1996: 48) adds that the illocutionary act is performed via the communicative force of an utterance which is generally known as illocutionary force

Locutionary act is literal meaning of a sentence. In other word, locutionary act is the act of saying something. Austin said that the interpretation of locutionary act is concerned with meaning. A locutionary act is an act of producing a meaningful linguistic expression. Locutionary act is the act of what a speaker says.

Yule (1996:48) said that locutionary acts are the basic of utterance, or producing a meaningful linguistic expression. There is no intention of the speaker when he/ she utters the utterance. It is also called the act of saying something (Leech, 1983: 199).

For example: "if someone says" close the book!'.

The locutionary act is the speaker wants someone or hearer to close the book.

"I have just closed the window".

From the example above, we can see, although the utterance has good structure but the speaker does not have any goals. The locutionary act performed in uttering declarative sentence can be thought as the act of stating.

2. Illocutionary Act

As mentioned earlier, however, people also use language to perform such actions. There must be an intention behind the utterance. This particular aspect of speech act is regarded as illocutionary act; what the speakers are doing with their words (Cutting, 2002: 16). Yule (1996: 48) adds that the illocutionary act is performed via the communicative force of an utterance which is generally known as illocutionary force.

Illocutionary act is the act of saying, which is committed with the intends of speaker by uttering a sentence such as asking, stating, questioning, promising, ordering, apologizing, threatening, and requesting. Illocutionary act is an utterance with some kind of function in mind. Someone might utter to make a statement, an offer, an explanation, or for some other communicative purpose. This is also generally known as the illocutionary force of the utterance (Yule, 1996:48). This mean, in every utterance that we produced it is also another act that performed inside the utterance. Illocutionary is the act of the utterance. It is the act which is performed by saying the utterance. It is the underlying force of the utterance or the interpretation of the utterance by the hearer (Wagiman, 2008:70).

For example: "It is going to rain".

Looking at the surface level, the utterance might only be interpreted as informing the hearer about the weather. If it is analyzed based on the illocutionary force, the utterance can be regarded as a warning from the speaker to the hearer. The speaker may warn the hearer not to go outside since it is going to rain. Otherwise, he or she warns the hearer to bring an umbrella if the hearer wants to go outside.

3. Perlocutionary Act

The last type of speech act is perlocutionary act. Perlocutionary acts can be called with phrase, the act of affecting someone (Rahardi, 2009:17). In perlocutionary, there is an influence affect because the speaker tries to influence the listeners to do what he or she wants to do. This is called by as perlocutionary effect.

Perlocutionary act refers to the effect this utterance has on the thougts or action of the other person. The case perlocutionary act is what the speaker intends to communicate of what the speaker says. Perlocutionary act is called by the act of effecting something. Perlocutionary act is the act by which the illocution produces a certain effect in or exerts a certain influence of addressee. Perlocutionary act is the expected effect of the speaker to the hearer with an utterance from the speaker. In word or an utterance, the speaker expects that the hearer will achieve an effect or respond from that utterances. For example: If someone says ,where is your homework? It may because you look at your book.

The most significant level of action in a speech act the illocutionary act because the force, which has been desired by the speakers, determines this act. Illocutionary act can be the real description of interaction condition.

2.3.2 The Types of Speech Act by John Searle

According to Austin and Searle. Austin differs the kind of speech act in three types, while Searle differs it into five types of speech act. Austin divides the types of speech act into locutionary act, illocutionary act, and perlocutionary act. In other side, Searle divides the types of speech acts into comissives, directives, assertive, expressives, and declarative (Searle, 1969). And the types of speech act by searle :

1. Comissives

Commissives are those kinds of speech acts that speakers use to commit themselves to some course of future actions. Commissives are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action. The directions of fit is world to world and the sincerity condition is intention. The propositional content is always that the speaker S does some future action A. In performing commissives, an intention is expressed by the speaker and the proposition in terms of future act will be done by the speaker.

Cutting (2002: 17) adds that promising, threatening, refusing, and pledging, offering, vowing and volunteering are some examples of illocutionary forces that fall under the category of commissives. Comisives is speakers undertake to make the world fit with the words via the speaker (Yule, 1996:54).

For example: I promise to come back tomorrow

2. Directives

Directive is one kind of illocutionary speech act. Directive is the speaker expects the listener to do something as a response. Searle,(2005:13) state that the illoc`   utionary point of this category shows in the fact that it is an attempt by the speaker to get the hearer to do something.

Directive includes some actions, such as; commanding, requesting, forbidding, and suggesting. Verbs denoting members of this class are asking, ordering, commanding, requesting, begging, pleading, praying, entreating, and also inviting, permitting,forbiding and advising (Searle, 1979: 13).

Yule (1996:54) Directive are those kind of speech act that speaker use to get someone else to do something. Directive utterances are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act. Directive speech acts contains a verb, an object and a requested task that performed by the speaker and the hearer. Directive speech acts is an utterance of the speaker to make the hearer do or respons something for the speaker.

For example: Could you lend me a book, please?

3. Representatives

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Statements of fact assertions conclusions, explain and description. In other words, representatives is the utterance by the speaker to commit in doing something. In Using representative the speaker make words fit the world (of belief) (Yule, 1996:53).

For the example "The sun rise from east"

4. Expressive

Expressive is the next class of illocutionary. The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (Searle, 1979: 15). In short, expressive is the acts which reveal expression in the utterances. Thanking, congratulating, apologizing, condoling, deploring,

and welcoming are the examples of expressive. In using an expressive, the speaker make words fit the world (or feeling) (Yule, 1996: 54).

Expressive are those words and expressions that state what the speaker feels. A wide range of psychological states can be expressed and the proposition ascribes an act to the speaker or the hearer. In addition, Leech (1983: 56) states that the illocutionary force of these acts can be in the form of apologizing, condoling, praising, congratulating, thanking and the like. It is states what the speaker feels. They express psychological states through their utterances. Statement like pleasure, likes, dislikes, joy, or sorrow are types of utterance that indicate this classification Yule (1996:53).

For example " I congratulate you on your graduation "

5. Declarative

Declarative is a kind of speech act that 'change the world via utterance'. World here means the situation around the utterances. Declarations are those kinds of words and expressions that change the world via their utterances such as betting, naming, baptizing, marrying and so on. A special institutional role in a specific context is required in order to perform a declaration appropriately. If the speaker doesn't have that role, her or his utterance will be infelicitous or inappropriate.

Declarations are the acts containing utterances that are intended to alter the world. Including in this group are, defining, abbreviating, naming, calling'or, christening'. When using this type, the speaker has to have a special institutional role, in a specific context, in order to perform a declaration properly Yule (1996: 53).

For example:" I now pronounce you husband and wife "

The utterance above can only be appropriate and successfully performed if it is said by the priest. Thus, the utterance has an effect in which it turns two singles into a married couple. And another example are:

" I declare the movie conjuring will be present next month "

" I declare that tomorrow will be holyday about two day "

2.4 The Theory of Teaching and Learning

Teaching and learning are two inseparable facets. They are in nature are complex and challenging activities both for the teacher and the students. To create such an effective teaching and learning process, teachers need to know some principles about teaching. For a better understanding, it is important to understand the concept of teaching and learning itself. According to Brown (2000: 7), a search in contemporary dictionaries reveals that learning deals with ,acquiring or obtaining knowledge of a subject or a skill by study, experience, or instruction˙. He, then, breaks down the definition of learning into more specific ways:

a. Learning is acquisition or getting.

b. Learning is retention of information or skill.

c. Retention implies storage systems, memory, and cognitive organization.

d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

e. Learning is relatively permanent but subject to forgetting.

f. Learning involves some form of practice, perhaps reinforced practice.

g. Learning is a change in behavior.

Kimble and Garmezy (1963: 133) as cited in Brown (2000: 7) advocate that learning not only deals with getting knowledge but also leads to permanent change in behavior caused by reinforced practice. Learning, on the other hand, refers to the conscious development particularly in formal school-like settings.

2.5 The Curriculum KTSP

The curriculum is planned program developed by teachers and other professional. The implementation of curriculum by the teacher is so influenced by the achievement of students in every subject. If teacher can apply the good curriculum in the class, it will appear the different between the previous curriculum and the new curriculum because in each curriculum has many different especially in method or technique when teacher applies it in the class.

Sutrisno (2008) also states that as a concept and also as a program, KTSP has characteristics as follows :

a. KTSP emphasized on the student"s competence achievement. In KTSP, the students are formed to develop knowledge, understanding, ability, value, attitude and wants to be skilled and independent person.

b. KTSP is learning process and variety oriented.

c. Learning process uses various approaches and methods

d. Teachers are not the only source, but the other educative sources are included

e. Assessment emphasize the process and the result of study to achieve a competence.

2.6 The Classroom Discourse

In teaching any languages, including English, teacher is required to use the language he or she teaches directly. In the same way, English is not only taught but also used as medium language in the classroom. The varieties or registers of language used in the classroom is narrowed and different from the general language because it deals with special functions used implemented in the classroom. This type of language is called as classroom language or classroom discourse.

Classroom language is the type of language used in classroom situations. Richards and Schmidt (2010:79) simply define classroom discourse as ‚a variety of language sometimes used by teachers when they are in the process of teaching‛. Classroom discourse is different in form and function from language used in other situations because of the particular social roles students and teachers have in classrooms and the kinds of activities they usually carry out there. Wardhaugh (2006:306) explains that in classroom conversation the teacher is said to own the conversation itself. The teacher controls most of the important aspects of the communication such as topic and turn-taking.

In line with that, The Cambridge Teaching Knowledge Tests (TKT) Course Paperback lists some common classroom functions used by teacher during teaching and learning process (Spatt, Pulverness, and Williams, 2005:134-135).

1) Instructing is used by the teacher to tell the students what to do at different stages of lesson. This function commonly uses imperative form, e.g.: "Please open page five" and "For this activity, you"ll work in pairs."

2) Explaining is used to give more details of an activity or task, e.g.: "We will put your project in the wall so make sure that yours is easy to read."

3) Narrating is used when the teacher tells the students about the story or experience in the past. This function is commonly used in elementary levels, e.g.: "Before I start the lesson, I would like to tell you my experience during the holiday."

4) Eliciting is used by the teacher to get the information from the learners, rather than to give them directly, e.g.: "What can you see from this picture?" and "How can you arrange these jumbled paragraphs?"

5) Prompting is a function to help the students think of ideas or to remember a word or phrase by giving them part of it, e.g.: "You may start the story by this picture."

6) Correcting is used by the teacher to indicate that the students make a mistake, e.g.: Use "went" not "gone" when telling your experience.

7) Checking is used to make sure whether the students have been correct or not. The use of concept question can be a way to check the students understand, e.g.: "Can anyone give me a sentence using this word?"

8) Conveying the meaning is used by the teacher when there is a new word or expression in order that the students understand. This can use mime, bring regalia or picture, or use spoken language which is easier to understand.

2.7 Previous Study

There are some researchers who analyzed the speech acts based on Searle's theory. Sanna Ilyas and Dr. Qamar Khushi (2014) . the researcher from Fatima Jinnah Women University,

Pakistan, conducted a research entitled *"Facebook status updates: A Speech act analysis"*. The result revealed that status messages were most frequently constructed with expressive speech acts, followed by assertives and directives. In addition, a new category of poetic verses was also found in the data. The findings also showed that various socialization patterns emerge through the sharing of feelings, information, and ideas.

Other researchers are Ijadimine olamide and Aminu segun with their entitled research *"A speech act analysis of editorial comments of TELL Magazine"*. It was found that the most dominant type of speech act used by the journalists are representatives and expressives and the least is directives. It showed that there was no significant employment of directive act in the construction of meaning in the introduction of the editorial comments. This is based on the fact that journalists are only beaming light on the society and not leaders that usually lay claim to power by directing the people. The best the journalists is to appeal to readers but not directing them. Furthermore, this shows are directive act of searle is not a popular speech act in the editorial comments of TELL Magazine.

2.8 Conceptual Framework

Linguistics is the study of language which has pragmatics in it. Pragmatics is the branch of linguistics which studies meaning out of literal meaning usually found in utterances. The nature of communicatin itself is to deliver what is in the speaker's mind to the hearer. The communication would be success if the hearer can understand what the speaker has delivered. The purpose of communication can be found in speech acts to look deeper what is the meaning of the speaker.

Speech act can be defined as the acts done in the process of speaking or the acts performed via utterances (Yule, 1996:47). There is an action in saying something rather than just saying it. It becomes important to know more about speech acts because the ignorance of speech acts will lead people into the insensitive or even rude behaviour. Leraning speech acts will help people to understand their speaker than will lead them to be a good hearer.

Speech acts can be classified into some categories. According toSearle's Opinion, speech acts be categories into five categories, they are: Representatives, directives, commisives, expressives, and declaratives. There are also direct and indirect speech act that sometimes used in people's utterances. A statement such as "it is hot here" does not only mean to state that the weather is hot but also an indirect request to the listener to do an action. Meanwhile, the speaker can merely says "open the window, please!" to shows that the weather is hot, it is called direct speech act, indirect speech acts are generally associated with greater politeness in Englisg than direct speech acts.
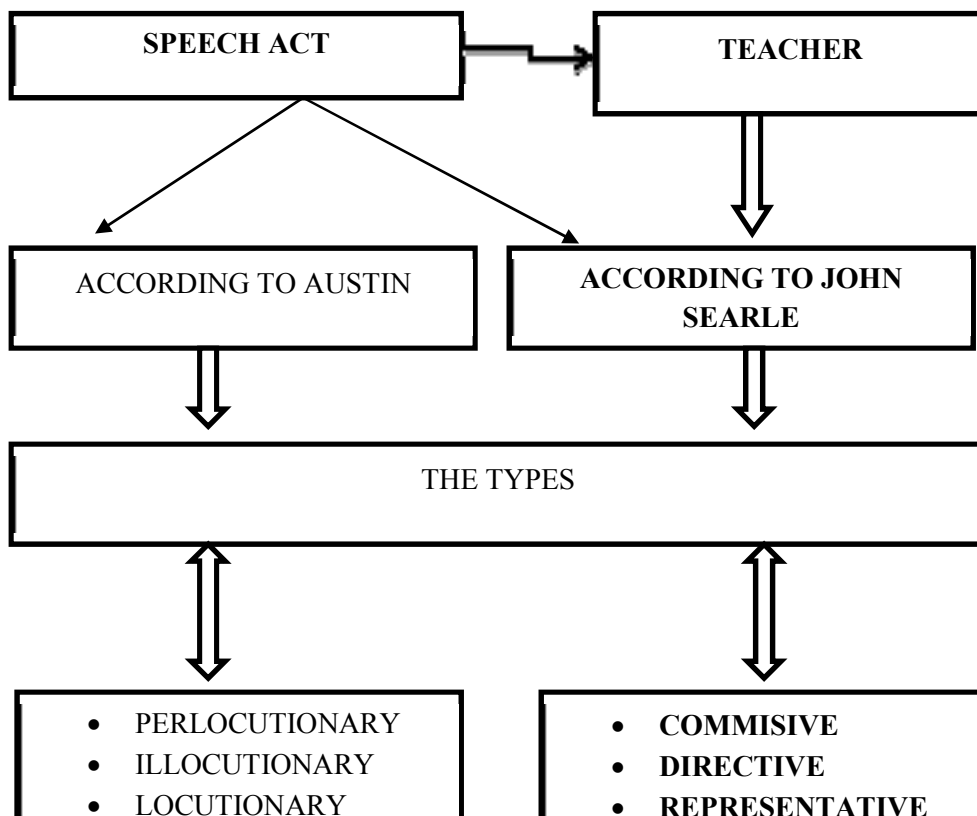
SPEECH ACT	TEACHER

ACCORDING TO AUSTIN	ACCORDING TO JOHN SEARLE

THE TYPES

• PERLOCUTIONARY • ILLOCUTIONARY • LOCUTIONARY	• **COMMISIVE** • **DIRECTIVE** • **REPRESENTATIVE**

FIGURE OF 2.8 CONCEPTUAL FRAMEWORK

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used descriptive qualitative methods. Descriptive method is used to describe, explain, and analyse the phenomenon which occurred behind the data. Sutopo (2002: 33) states that in descriptive method, the analysis of the data is done naturally objective, and factual. It means that the researcher applies a set of procedures used for problem solving based on the factual data. Descriptive method used to describe, explain, and analyse the phenomenon which occurred behind the data. He also states that in descriptive method, the analysis of the data is done naturally objective, and factual. It was because the data to be investigated were the utterances of English teacher in the classroom and the aim of the research was to describe the factual data supported by the theories of pragmatics which are proposed by several experts.

3.2. Subject of the Research

This research took in SMA NEGERI 7 Medan. The subject of this research was the teacher of the second grade in that school especially one of the english teacher namely Dra.Darnauli lbn Tobing,M.Pd.

3.3 Data and Source Data

3.3.1 Data

The data of the research was the expression of the english teacher of the second grade students. The expression was the form of sentence, the sentence of this research can be in the introgative, negative, and positif sentence.

3.3.2 The Source of Data

The source of data are from the english teacher. The writer was did the research on the english teacher because the writer wants to find out the teacher's expression of the type of speech act that used by the english teacher in teaching and learning process. The writer conducted the research just one of the nglish teacher of the second grade at SMA NEGERI 7 Medan

3.4 The Instrument of Collecting Data

Instrument of collecting data was note-taking technique. In note-taking technique the writer used recording instruments. In recording instrument the writer used handycam and sound recorder on the research to record the classroom dialogues. When the teacher did the teaching

learning process in the classroom the writer recorded all the activity of the teacher and students in the classroom by using handycam. The writer used the camera digital namely camera SONY.

3.5 The Technique of Collecting Data

The technique of collecting data was:

1. The writer asked the teacher to start the teaching learning process.

2. The writer recorded the process of the teaching learning process in the classroom of the second grade at SMA NEGERI 7 Medan.

3. The writer listened the recording again to check the accuracy of the data.

4. The writer transcibed the data into the written form.

5. The writer underlined the sentence which is part of speech act from the written form.

6. The writer classified the data which is the types of speech act.

The collated data was recorded in the table data and analysis data. The table data and analysis data used by the researcher was present in table:

Table 3.5 table data and analysis data.

No	Utterance by the teacher	Explanation	Speech Act				
			Exp	Rep	Dir	Com	Dec

Note:

    Dec: Declarative   Exp: Experessive

    Rep: Representative   Com: Commisive

    Dir: Directive

3.6 Techniques of Data Analysis

After collecting the data of the english teacher's utterances in the teaching learning process of second grade at SMA NEGERI 7 Medan, the data would be analyzed by the following procedures:

1. Decided the types of speech acts which are used by the english teacher in teaching learning process namely: Representatives, Commisives, directives, expressives, and declaratives.

2. Counted the finding out the most dominant of speech acts used by english teacher by using formula:

$$x = \frac{f}{N} x\ 100\%$$

Where: X= the percentage of the items,

    f= Frequency,

    N= The total number of the items.

3. Observing the final result of the type of speech acts at the dominant type of speech act that used by the english teacher in order was found the reason of the dominant type of speech acts occurs the way it is.

3.7 The Tringulation

In this study, the writer used tringulation technique. According to Cuben (2000:12) tringulation may be defined as the use of two or more methods of data collection in the study of some aspects of human behavior. Thus tringulation technique means the writer used two or more data collections to get validity. According to Denzil (2009) there are four technique in tringulation namely: source tringulation, investigator tringulation, methodological tringulation, theoritical tringulation. The purpose of tringulation was to increase the credibility and validity of the findings.

The writer used methodological tringulation to get validity of data. Methodological tringulation refers to writer use more than one methods, in the study. According to Coben (2000:113) methodological tringulation is using the same method on different occasion or different methods on the same object of the study. Thus, methodological tringulation is making different method to get validity of data. Besides, the writer collected the data by using observation which supported by documentation which give evidence if the participants were people that is proper to use as subject of writer.